DOCUMENT RESUME

ED 175 756 SO 011 916

AUTHOR Eyster, Ira, Ed.

TITLE Law-Citizenship Education Curriculum Guide: A Scope and Sequence Approach for Kindergarten through Grade Eight.

INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.: Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.

SPONS AGENCY Florida State Univ., Tallahassee. Dept. of Sociology.: Oklahoma Bar Foundation, Oklahoma City.: Oklahoma Crime Commission, Oklahoma City.

PUB DATE 78

NOTE 202p.: Civil Courtroom chart on page IV-36 may not reproduce clearly in paper copy due to light print type of original document: For a related document, see SO 011 919

AVAILABLE FROM Southwest Center for Human Relations Studies, University of Oklahoma, 555 Constitution, Norman, Oklahoma 73037 ($1.50)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Citizen Role: *Citizenship: Citizenship Responsibility: *Civil Liberties: Classroom Techniques: *Concept Teaching: Conflict Resolution: Court Cases: Curriculum Development: Educational Objectives: Elementary Secondary Education: Justice: Law Enforcement: Laws: *Learning Activities: *Legal Education: Legislation: Power Structure: Self Concept: Teaching Methods: United States History

ABSTRACT

The guide presents learning activities and teaching methods relating to law and citizenship education for grades K-8. The objective is to aid the teacher in preparing students for citizenship responsibilities. The document treats five basic topics, liberty, justice, equality, property, and power, and is designed for adaptation into existing curriculum. It is divided into four sections. Section I, providing learning activities for grades K-3, outlines purposes and activities: contains educational objectives: and suggests activities such as viewing filmstrips, discussing, brainstorming, and gaming. Activities are limited to simple definitions and activities emphasizing conceptual learning. Sections II and III are aimed at grades 4-6 and 7-8 respectively. They explore the same topics by using activities and sources of growing complexity and sophistication. Section II uses creative writing, dramatization, case studies, and field investigation to examine the topics and relate them to subject matter such as American history and government, legal terms and processes, historical documents, and court systems. Section III recommends films, court cases, textbooks, comparative analysis, and opinion polls for use in studying controversial issues relating to the basic topics. Section IV is an appendix offering teacher materials and detailing objectives and procedures for teaching strategies to stimulate discussion and student involvement. A bibliography concludes the document (CK)

ED175756

LAW-CITIZENSHIP EDUCATION

CURRICULUM GUIDE

A SCOPE AND SEQUENCE APPROACH FOR KINDERGARTEN THROUGH GRADE EIGHT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by

The Law for Public School Use Project
Southwest Center for Human Relations Studies
The University of Oklahoma

Ira Eyster, Project Director
Judy Cawthon, Guide Coordinator

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

IRA EYSTER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

In Cooperation With

Oklahoma Bar Association
Law and Citizenship Education Committee

Bill Wilkinson, Chairman

and

Rita Geiger, Social Studies Specialist
State Department of Education

Publication Made Possible by Grants From

The Oklahoma Bar Foundation
The Oklahoma Crime Commission
The Oklahoma Bar Association

SO 011 916

The University of Oklahoma
Southwest Center for Human Relations Studies

Donald J. Hall, Director

1978

Please send a copy of the SCOPE AND SEQUENCE GUIDE to this teacher:

Name ______________________________

Street ______________________________

City ____________________ Zip ________

Please send me a copy of the following materials developed by the Law Focused Curriculum staff:

OKLAHOMANS AND THE LAW: A SOURCE BOOK FOR TEACHERS

OKLAHOMANS AND THE LAW: LAW RELATED ACTIVITIES FOR OKLAHOMA HISTORY

Name ______________________________

Street ______________________________

City ____________________ Zip ________

Name ______________________________

Street ______________________________

City ____________________ Zip ________

Mail to: Law Focused Curriculum Project
Southwest Center for Human Relations Studies
555 Constitution, Room 218
Norman, Oklahoma 73037

INDEX

	Page
Introduction	i
Acknowledgments	ii
Suggestions for Use of Guide	iii
Section I - Grades K-3 - Overview	I
Equality	I-1
Power	I-5
Justice	I-10
Property	I-16
Liberty	I-22
Section-II - Grades 4-6 - Overview	II
Equality	II-1
Power	II-11
Justice	II-20
Property	II-34
Liberty	II-43
Section III - Grades 7-8 - Overview	III
Equality	III-1
Power	III-7
Justice	III-13
Property	III-18
Liberty	III-23
Section IV - Appendices	IV
I - Selected Reading List K-3	IV-1
II - Due Process Evaluation Chart	IV-3
III - Miranda Warning	IV-4
IV - Preparation of Resource Person	IV-5
V - Courtroom as a Theater	IV-7
VI - Mock Trial	IV-8

Page

VII - Squares Are Not Bad! IV-10
VIII - Plessy vs. Ferguson (1896) IV-14
IX - Briefing a Case IV-16
X - Brown vs. Board of Education (1954) IV-17
XI - Attitudes Toward Property IV-18
XII - Handbook of Strategies IV-20
XIII - Stranded on a Desert Island IV-49
XIV - Diamante IV-54
XV - The Rabbit and The Wolf IV-55
XVI - Rackety: That Very Special Rabbit IV-57
XVII - The Buckle Game IV-59
XVIII - No Vehicles in the Park IV-61
XIX - William Aldred's Case (1610) IV-62
XX - Vocabulary IV-63
XXI - Opinion Poll - Courts and Trials IV-64
XXII - Opinion Poll - Justice and The Bill of Rights IV-65
XXIII - Ownership of Property IV-67
XXIV - Court System IV-69

Section V - Bibliography IV- 1

INTRODUCTION

This Scope and Sequence Aid to Law-Citizenship Education focuses on objectives and activities which may be emphasized at separate grade levels from kindergarten through grade eight. It is a response to a need frequently expressed by teachers who say "we need something that gives direction to what should be taught at the various grade levels in law-citizenship education." We hope this Guide meets that need.

Other sources developed by the Law-Focused Project staff, to whom those who use this Guide may wish to refer are:

OKLAHOMANS AND THE LAW: A SOURCE BOOK FOR TEACHERS

OKLAHOMANS AND THE LAW: LAW RELATED ACTIVITIES FOR OKLAHOMA HISTORY

These are available from the Law-Focused Project office on request.

Our special thanks to Judy Cawthon who did an outstanding job as coordinator of the Guide and to Kay Walters who assisted in editing and organizing. Others whose services were indispensable in the initial stages of the Guide development were: Mary Byrd and Claude Davis, administrators at Shawnee Central Junior High School; Janice McComas and Karen Wells, teachers in the Yukon Elementary Schools; and Rita Geiger, Social Studies Specialist with the State Department of Education. Jerry O'Hare, Social Studies Supervisor in the Oklahoma City Public School System and Pat Cathey Wiggins, Administrative Assistant in the Moore School System also provided advisory services in the preliminary stages.

Others who had most essential roles in the development, evaluation, and finalization of the Guide are recognized on the Acknowledgment Page.

Ira Eyster
Project Director

Project Director

Ira Eyster
Associate Director, Southwest Center for Human Relations Studies
The University of Oklahoma
Norman, Oklahoma

Guide Coordinator

Judy Cawthon
Former Community Relations Director, St. Gregory's College and Elementary Teacher
Shawnee, Oklahoma

SPECIAL ACKNOWLEDGMENTS

Contributors to the Initial Development of Guide:

Grades K-3

Janice McComas
Karen Wells

Grades 4-6

Judy Cawthon
Janice McComas

Grades 7-8

Mary Byrd
Claude Davis
Rita Geiger
Pat Cathey Wiggins
Jerry O'Hare

Contributors to the Evaluation and Revision of Guide:

Grades K-3

Judy Markham
Judy Wilson
Frances Maloney
Hope Wilburn
Davetta Atchison

Grades 4-6

Darrell Naylor
Kenny Motheral
Diane Gray
Cindy Mace
Jean Owens

Grades 7-8

Dorothy Terry
Geneva Hudson
Jane Benson

Project Staff Members who Contributed to the Guide:

Travis Duncan
Project Specialist

Kay Walters
Office Manager

Dick Hsieh
Associate Director

Barbara Wilson
Secretary

Janna Jones
Secretary

Vieno Lindstrom
Special Assignment

Organizations Contributing to the Development of the Guide:

Oklahoma Crime Commission

Oklahoma Bar Foundation

Law and Citizenship Education Special Committee of the Oklahoma Bar Association

SUGGESTIONS FOR USE OF THE CURRICULUM GUIDE

This curriculum guide has been designed to aid the teacher in the preparation of students for their responsibilities as participants in a democratic society. It is designed around the five basic topics of liberty, justice, equality, property, and power. "These five threads," to quote Dr. Isidore Starr, "weave their way through the U. S. Constitution and the fabric of American history." They are also a part of the daily experiences of all students when they are confronted with issues of fairness, authority, rules, sharing, respect for property, and the rights and responsibilities of individuals and groups.

Through the use of this Guide the teacher should obtain an overview of the law-focused program and a recommended sequential approach for teaching about liberty, justice, equality, property, and power. Sections I, II, and III consist of specific suggestions for the use of law-focused materials and recommended activities at grade levels K-8. Some strategies, games and media are recommended for use in more than one grade level but with a different emphasis at each level.

The activities have been organized and designed for adaptation to, and the enrichment of subject areas that are now part of the elementary curriculum. Many of the suggested activities have high motivational potential and can be used most effectively as means of skill development through an interdisciplinary approach. The proposed activities are but suggestions for the creative teacher who is encouraged to adapt them to best suit his/her classroom situation. For example, vocabulary may be changed, reading activities used in place of puppetry or storytelling, or student writing activities substituted for oral discussion. Used in this way the Guide should benefit school systems in which law related education is incorporated at all grade levels as well as those whose programs are not so fully developed.

To effectively use the Guide, the teacher should attend to the following steps:

Step No. 1

Become acquainted with the format of the Guide. Notice it is divided into five sections. Section I features purposes and associated activities for each of the five items: Equality, Power, Justice, Property, and Liberty. K-3

Section II repeats this same order for grades 4-6.

Section III repeats this same order for grades 7-8.

Section IV is entitled Appendices and includes a suggested reading list in children's literature which has law-related themes. This reading list is labeled as Appendix I. Other appendices provide supplemental backup material to do the suggested activities. These supplemental materials, labeled as appendices, are repeatedly referred to in the sections where the activities are described. Appendix XII is a Handbook of Strategies, providing many detailed descriptions of activities referred to in the units as well as additional activities the teacher may wish to use.

Section V is a Bibliography of supporting film, filmstrip, books and references which may be used by teachers using the Guide. Grade levels for which the materials in the Bibliography may be appropriate are designated throughout.

Step No. 2

Read the Overviews at the beginning of Sections I, II, and III. These Overviews give a brief synopsis of what the teacher may expect to find in each separate unit. It also gives the name of the teacher who assumed primary responsibility for evaluating and reviewing that unit.

Step No. 3

Read the list of Purposes that immediately precede each unit in which you have interest. Although these purposes are restated again at the beginning of each lesson plan, the list at the beginning of the unit should give the teacher an idea of the objectives to be covered in that unit.

Step No. 4

Select the unit(s) and purposes, along with associated activities which best serve your objectives and the needs of your students. Be aware, of course, of the previous background your students have had in law-related education and their level of learning.

Step No. 5

Check the appendices to which you may be referred in the unit and/or lesson you have selected.

Step No. 6

Check the Bibliography for additional support materials that may be of benefit to you in teaching the lesson or unit. The Bibliography is divided into three parts: Publications, Films, and Filmstrips. All film, filmstrip, books, and other materials referred to under lesson plans are more fully described in the Bibliography.

Step No. 7

Contact community resource persons who may be of assistance to you as you plan and teach the lessons, (See Appendix IV) for directions on contacting and using community persons.

Step No. 8

Teach the lesson.

Step No. 9

Remember an activity is only a means to an end. Be sure to reinforce the major ideas for which you have used the activity.

The Guide is printed in a loose leaf format to encourage you to add or change activities as you use it. In so doing, you may want to share your changes and additions with the staff at the Law-Focused Curriculum Center. Should the Guide be updated in the future, your contributions will be most helpful.

Judy Cawthon
Guide Coordinator

Ira Eyster
Project Director

Please send any comments or suggestions you may have regarding the Guide to:

Ira Eyster, Director
Law Focused Project
555 Constitution
Norman, Oklahoma 73037

SECTION K-3

Overview

I. EQUALITY

Students experience, self awareness activities, dramatizations, role play, children's literature selections, filmstrips, and language art activities in this unit as they develop an awareness of the value of individual differences.

Ms. Frances Maloney
Moore, Oklahoma

II. POWER

In this unit students utilize resource people, films, filmstrips, children's literature selections, gaming, range of position strategies, role play and art activities to identify authority sources and realize the importance of rules in an ordered society.

Ms. Davetta Atchinson
Eufaula, Oklahoma

III. JUSTICE

Films, filmstrip, open-ended discussion, role play, gaming, the continuums, and dramatization are used in this unit to stimulate interest in situations that serve as an introduction to the justice system.

Ms. Judy Wilson
Enid, Oklahoma

IV. PROPERTY

In this unit, filmstrips, art and language arts activities, map skills, open-ended discussion strategies, role play, and resource people, create an atmosphere in which students develop an awareness of and respect for property.

Ms. Hope Wilburn
Moore, Oklahoma

V. LIBERTY

Filmstrip, films, gaming, children's literature selections, art activities, self evaluation strategies, range of position and open-ended discussion methods, role play and field experiences are utilized in this unit to develop an awareness of the responsibilities, and limitations associated with freedom.

Ms. Judy Markham
Norman, Oklahoma

I. EQUALITY (Purposes)

GRADES K-3		PAGE
1.1	To provide experiences in which students become more aware of self worth.	I-2
1.2	To extend this appreciation of individual human differences to the members of their immediate community.	I-2
1.3	To provide situations in which students recognize how their classroom community benefits when the contributions of its members are valued.	I-3
1.4	To extend this recognition of the value of individual differences to the larger community in which they live.	I-3

I. EQUALITY

PURPOSE #1: TO PROVIDE EXPERIENCES IN WHICH STUDENTS BECOME MORE AWARE OF SELF WORTH.

Materials: Magazines, crayons, art paper

Procedure:

1. Have children draw pictures of themselves, their favorite things, hobbies, families -- anything they think is important.
2. Ask children to tell classmates about their drawings.
3. Display drawings in classroom.
4. Using the brainstorming activity (app. XII), strategy No. 3, have students tell things they like about themselves.
5. Using the same strategy, have students tell what they like about other students.

* * * * * *

PURPOSE #2: TO EXTEND THIS APPRECIATION OF INDIVIDUAL HUMAN DIFFERENCES TO THE MEMBERS OF THEIR IMMEDIATE COMMUNITY.

Materials: Squares Are Not Bad, Rachety: That Very Special Rabbit, The Ugly Duckling.

Procedure:

1. Present Squares Are Not Bad, (app. VII).
2. Have students draw and color several kinds of animals. Display this work in two groups, one with several of the same animals and the other a mixture of all the animals. Students then draw a smile face and mark it near the group they think is the most interesting.
3. Read or tell students the story of Rachety: That Very Special Rabbit (app. XVI), or The Ugly Duckling.
4. Provide magazine pictures or ask students to find pictures of people performing different kinds of work. As these are pasted to a mural, encourage students to discuss with each other or share with the class what special interests, skill or talents the people in these pictures probably have. Ask: Why is our town/city a better place because these people have different interests and talents?

* * * * * *

K-3 EQUALITY

PURPOSE #3: TO PROVIDE SITUATIONS IN WHICH STUDENTS RECOGNIZE HOW THEIR CLASSROOM COMMUNITY BENEFITS WHEN THE CONTRIBUTIONS OF ITS MEMBERS ARE VALUED.

Materials: Little Red Hen, Role play

Procedure:

1. Read the Little Red Hen.

2. Choose children to portray the characters in the story and let them re-enact the story as a play or puppet show. This may be repeated until all children have participated.

3. Discuss:

   a. What had the Little Red Hen done for herself and her chicks?

   b. Had the other animals helped?

   c. Was the Little Red Hen right in refusing bread to the other animals?

   d. What might have happened if all the animals had helped the Little Red Hen with the work for the bread?

4. Brainstorm, ask students to tell ways in which they help at home and in the classroom. Separate and make a new list of contributions that require a "special" ability, skill, or "know-how."

5. Ask students to finish this sentence: Our classroom is an interesting community because...

* * * * * *

PURPOSE #4: TO EXTEND THIS RECOGNITION OF THE VALUE OF INDIVIDUAL DIFFERENCES TO THE LARGER COMMUNITY IN WHICH THEY LIVE.

Materials: Citizenship Adventures of Lollipop Dragon: Majority Rules (filmstrip)

Procedure:

1. Show Lollipop Dragon filmstrip. As showing, stop frame and discuss these questions:

   a. How do the dancers feel about not being able to dance for the Queen? Why?

b. If you were a dancer, how would you feel?

c. How do the people of Tumtum decide that the singers should sing for the Queen?

d. Do you think the King should have decided what the secret birthday surprise would be? Why?

e. Gwendolyn suggests that instead of singing, the singers should let the dancers dance. Is this a fair solution? Why?

f. If you were a singer, would you worry about the dancers? Why?

2. Have students bring the names or pictures of people they feel have contributed something to their town/city and display as a "Hall of Fame." Students "inaugurate" their candidate into the "Hall of Fame" by telling what contributions this individual has made. Encourage candidates such as den mothers, Sunday School teachers, etc.

II. POWER (Purposes)

GRADES K-3	PAGE
2.1 To identify authority figures in their home, classroom and community.	I-6
2.2 To experience the absence of leadership or authority.	I-6
2.3 To discuss the qualities that good leaders should have.	I-6
2.4 To recognize that it is often necessary to make rules to ensure order and safety.	I-7
2.5 To demonstrate an understanding of the need for rules to be enforced and list those who enforce rules at home, school and in their community.	I-8
2.6 To simulate situations in which students recognize the importance of cooperation with responsible authority.	I-9

II. POWER

PURPOSE #1: TO IDENTIFY AUTHORITY FIGURES IN THEIR HOMES, CLASSROOM AND COMMUNITY.

Procedure:

1. Have classroom visits from:
   - a. Principal
   - b. Policeman
   - c. Fireman
2. Discuss roles of mother and father at home.

* * * * * *

PURPOSE #2: TO EXPERIENCE THE ABSENCE OF LEADERSHIP OR AUTHORITY.

Materials: Any assignment sheet which needs specific directions, Why We Have Taxes: The Town That Had No Policeman (film).

Procedure:

1. Hand out any assignment sheet without instructions. If students are disturbed ask the following questions:
   - a. What is wrong?
   - b. What should have been done?
   - c. Why is it important to have someone show leadership?
2. Show film The Town That Had No Policeman and discuss:
   - a. How does the town react when there is no policeman to enforce the rules?
   - b. Why is it important to have policemen?
3. Read the Dr. Seuss book, The Cat in the Hat to the students and ask:
   - a. Do you think the children in the story would have done these things if their mother had been home?

* * * * * *

PURPOSE #3: TO DISCUSS THE QUALITIES THAT GOOD LEADERS SHOULD HAVE.

Materials: Citizenship Adventures of the Lollipop Dragon: Choosing a Leader, (filmstrip).

Procedure:

1. Show Lollipop Dragon filmstrip. As showing, stop frame and discuss these questions:

a. Why doesn't Charley want to let the clubhouse members choose whom they want as president?

b. Why might Charley want to be president?

c. Do you think Charley would make a good president? Why?

d. If you were a clubhouse member, would you let Charley be your president? Why?

e. What do you think Charley will do if the Clubhouse members don't let him be president?

2. Suppose the Lollipop Dragon was not around to help the clubhouse members. And suppose Charley threatened to beat up everyone if he couldn't be president. What could the clubhouse members do? Have members of your class choose roles (Charley, Gwen, Hubert, Clubhouse members) and act out what they think might happen.

3. Discuss and list the qualities a good leader should have.

* * * * * *

PURPOSE #4: TO RECOGNIZE THAT IT IS OFTEN NECESSARY TO MAKE RULES TO ENSURE ORDER AND SAFETY.

Materials: Candy game, First Things First: Noisy Nancy Norris (filmstrip).

Procedure:

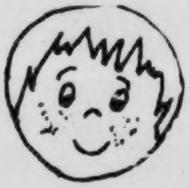
1. Present Candy game. (Follow procedure given for Buckle Game on page IV-59 or app. XVII.)

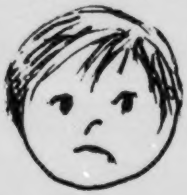
2. Discuss problems that arose during the game.

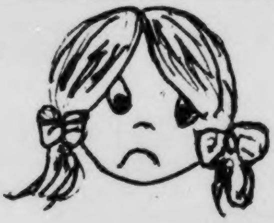
3. Show filmstrip or read book, Noisy Nancy Norris. (See page I-25 for possible discussion questions and stops).

4. Make application to school or home situation using a continuum or range of position and position statements similar to the following:

a. Enlarge these faces and place on the board at two places in the room or at each end of a line on the floor.







b. Ask students to stand by the smiling face if they agree with the statement and by the frowning face if they disagree. If they do not fully agree or disagree, or if uncertain, stand by the part frown, part smile face. Ask students to explain the reason for the position they chose. (app. XII, Strategy No. 1)

Sample Statement:

I would rather: or I would like to:

Play a game with (many rules)- (no rules)
Be in a very (quiet classroom)- (noisy classroom)
Be in a very (neat classroom) - (messy classroom)
Live in a town with (rules) - (no rules)
Live in a family with (rules) - (no rules)
Work in a classroom with (rules)-(no rules)

* * * * * *

PURPOSE #5: TO DEMONSTRATE AN UNDERSTANDING OF THE NEED FOR RULES TO BE ENFORCED AND LIST THOSE WHO ENFORCE RULES AT HOME, SCHOOL, AND IN THE COMMUNITY.

Materials: Masking tape

Procedure:

1. Use masking tape to mark off streets and intersections on the floor. Several children take positions on the "streets" and at a given signal all try to move to some other position on the grid. Can pupils resolve the problem of how to avoid the resulting confusion.

2. List those who are enforcers of all rules and discuss.

3. Display pictures of people who enforce rules using students' most immediate community first.

4. Simulate short role play situations in which students act as enforcers. (app. XII, Strategy No. 2)

Situations:

a. Home - household rules, chores, bedtime, homework.
b. School - playground, cafeteria, classroom.
c. Community safety - crossing street, bicycle use.
d. Classroom or playground-games with students serving as referees, or supervisor.

Debrief by asking:

a. How did you feel as an enforcer? (person in authority)

b. Was your job hard? Why?

c. Did you feel that (name the person in authority) was good in his/her job? Why/why not?

d. What might have happened if (name person in authority) had not enforced (name specific rules).

* * * * * *

PURPOSE #6: TO SIMULATE SITUATIONS IN WHICH STUDENT RECOGNIZES THE IMPORTANCE OF COOPERATION WITH RESPONSIBLE AUTHORITY.

Procedure:

1. Divide class into groups of five to six.
2. Explain that each group is going to:
   a. Draw part of a mural.
   b. Cut and paste pictures for a collage. (app. XII, Strategy No. 14).
   c. Construct a model of their town or school area (small boxes and poster paint).
3. Teacher appoints or students choose a chairperson for their group. It is the responsiblity of this person to: (Students help list the responsibilities).
4. As members of the group or committee, it is the responsibility of the others to: (Students help list these).
5. Teachers and students evaluate:
   a. Difficulties that arose.
   b. Cooperation between chairperson and group, among members of group.
   c. Suggestions for group work in the future.

III. JUSTICE (Purposes)

GRADES K-3		PAGE
3.1	To encourage discussion concerning what is fair (just) and unfair (unjust).	I-11
3.2	To help students to identify factors that interfere with ideal justice.	I-12
3.3	To demonstrate why rules are sometimes necessary to promote fair play.	I-14
3.4	To provide experiences enabling students to recognize that organized procedure is necessary to settle disputes.	I-14

K-3 III. JUSTICE

PURPOSE #1: TO ENCOURAGE DISCUSSION CONCERNING WHAT IS FAIR (JUST) AND UNFAIR (UNJUST).

Materials: Learning experience #22, Lemonade Stand (film), That's No Fair, First Things First Series, (filmstrip)

Procedure:

1. Show film, The Lemonade Stand.

2. Discuss what the class thinks is fair. Stimulate discussion by asking:

   a. What would be a fair way to divide the profits?

   b. Why did Dale decide to play ball?

   c. Did Dale follow through on the partnership? What about Bill?

   d. Should Dale's brother Jay be given a share of profit?

   e. Why don't people always agree on what is fair? Do you and your classmates agree on what is fair in this film?

3. Show filmstrip, That's No Fair. Ask the following:

   a. Has this ever happened to you?
   b. How did you feel?
   c. What would you do if you were Eddie?
   d. What would you do if you were the deer?

4. Show filmstrip, But It Isn't Yours. Ask the following:

   a. Why did Jason take the wood?
   b. Was this fair to Lionel?
   c. What would you have done?

5. Role play situations could be substituted for the filmstrip. Situations such as:

   a. A student loosing his/her place in line and wanting to return to the same place.

   b. Using or borrowing property of another student without his/her permission. As students discuss what is fair add different circumstances to each situation. For example: The student left his/her place in line to help another student.

6. Actual classroom situations can also be used.

* * * * * *

PURPOSE #2: TO HELP STUDENTS TO IDENTIFY FACTORS THAT INTERFERE WITH IDEAL JUSTICE.

Materials: First Things First: Trouble With Truth, Learning Experiences #4, and 8, Continuum.

Procedure:

1. Show filmstrip Trouble With Truth, Part I.
2. Interrupt filmstrip and discuss:
    a. Should those children who did not go on the boat be treated the same as those who did? Why?

    b. Was the captain's rule fair to the children who did not go on the boat? Why?

    c. Can the group think of a rule that is more fair than the Captain's rule?

Learning Experience #4:

One night during dinner, Mr. Kind said he heard a noise coming from back of the house. His son, Brian, age nine, went out to see what was making the noise. A few moments later, Brian returned carrying a kitten. The whole Kind family was excited. Brian's twin sister, Jill gave the kitten some milk. He drank it as though he had not eaten anything in days. Jill asked her father if they could keep the kitten. Mr. Kind saw how much his children liked the kitten. He said that they could keep it if it did not already have a home. Jill said that even if the kitten did have a home, the people were not taking care of him. She would give him a good home. Mr. Kind agreed that they could give the kitten a good home, but said they still would have to see whether the kitten belonged to anyone. Brian said, "But, Daddy, finders keepers, losers weepers."

3. Present Learning experience #4 above and ask:
    a. What do you think the Kind family did to find the kitten's owner?

    b. Do you think they should have just kept the kitten?

    c. Suppose they didn't try to find the owner, and after a few weeks the owner showed up to claim the kitten. What do you think would happen?

    d. What might happen if the kids refused to give up the kitten?

(reprint permission for Learning Experiences #4 and 8 granted by Lincoln Filene Center for Citizenship and Public Affairs)

Learning Experience #8:

Did you hear about Robert? He used to come home late to dinner a lot. This made his whole family angry. They would wait and wait and wait some more for him at dinnertime. Robert didn't mean to be late or to keep everyone else waiting. It always seemed that whenever it was time to go home, someone would start a new game that Robert enjoyed. The excitement of the game usually made him forget about dinner until it was too late.

Finally, Robert's parents insisted that he must learn to be on time or else he might not eat at all and would be sent to bed extra early. The next day he made a real effort to do as his parents requested. He was especially careful to ask Stanley's mother to tell him when he should go home. She told him when it was time, and Robert started for home, very proud because he would be on time.

On the way home, he found little Kathy crying because she had fallen down and cut her knee, which was bleeding. Robert took her by the hand and went with her to her house, which was several blocks away. He then ran as fast as he could for his own house.

When he ran through the door, he found that he had arrived too late. No one would speak to him. His father ordered him to go to bed. Robert tried to explain about Kathy, but no one would listen. His father said: "No excuse. Off to bed."

4. Present Learning experience #8 above and ask:

    a. What would you have done if you had been Robert?

    b. Did Robert's parents make a good rule?

    c. Have you ever been treated this way? When? How did you feel? What did you do?

    d. Do you think Robert's parents should have believed him when he told them about Kathy? Why or why not?

    e. What should Robert do?

    f. How does one get people to believe what one says?

    g. What lesson do you think Robert learned from his father's action?

    h. What effect did his father's action have on his relationship with Robert?

5. Use continuum strategy with question "b" from above.

* * * * * *

21

K-3 JUSTICE

PURPOSE #3: TO DEMONSTRATE WHY RULES ARE SOMETIMES NECESSARY TO PROMOTE FAIR PLAY.

Materials: A piece of candy for each student.

Procedure:

1. Distribute candy to students.
2. Direct students to play this new game.
3. When enough time has elapsed that they are bored or want to know how to play, ask:
    a. Is this game fun?
    b. What could we do to make it a better game?
    c. What are some games you play?
    d. How are they different from the Candy Game?
4. Make the following rules for the students.
    a. Divide into teams or rows.
    b. Every student in each row or team must give his/her candy to the nearest person with black or brown hair.
    c. Each of the students now holding candy are to give it to the shortest student in the room.
5. Follow activity with questions similar to these:
    a. Did you like this game? Why/why not?
    b. In playing any game is there a need for rules?
    c. Why did you not like these rules?
    d. How could we make this a better game?
    e. Let's make some rules for this game. Encourage student suggestions.

* * * * * *

PURPOSE #4: TO PROVIDE EXPERIENCES ENABLING STUDENTS TO RECOGNIZE THAT ORGANIZED PROCEDURE IS NECESSARY TO SETTLE DISPUTES AS STUDENTS LIST FACTS, CONSIDER ARGUMENTS AND ARRIVE AT A DECISION.

Materials: Oog and Ugh filmstrip, The Rabbit and the Wolf, (app. XV).

Procedure:

1. Show filmstrip. Stop frame 11.

-5

- a. What is the problem between Oog and Ugh?
- b. Why did Ugh think Snagglefang was his?
- c. Why did Oog think Snagglefang was his?
- d. When you argue with someone, how do you settle the argument?
- e. What would you do?

Frames 12 - 18. Stop frame 19.

- a. How would you prove Ugh was right?
- b. How would you prove Oog was right?
- c. Why do they need a lawyer?

Frames 20 - 29. Stop frame 30.

- a. Why are witnesses important?

Stop here. Discuss what role a jury plays.

2. Tell the fable of the Rabbit and the Wolf (app. XV). Ask students to role play the conflict using very simple costumes. (rabbit ears, wolf nose, duck bill and large cardboard box). Ask the following:

   - a. What do you think was fair?
   - b. Whom did the wolf and rabbit ask to help them decide what was fair?
   - c. Why did they think the duck would be a good judge?
   - d. What are the facts of the dispute?
   - e. What was the wolf's argument?
   - f. What was the rabbit's argument?
   - g. How did the judge decide in this dispute?

This could be expanded to classroom disputes and methods of determining what is fair.

* * * * * *

IV. PROPERTY

GRADES K-3		PAGE
4.1	To provide an opportunity for students to demonstrate an understanding of the term property by listing personal, family and school property.	I-17
4.2	To distinguish between private and public property	I-17
4.3	To demonstrate an understanding that public property (school) belongs to all citizens and should be respected.	I-17
4.4	To provide a stimulus for discussion and reasoning leading to respect for others' property.	I-19
4.5	To discuss the need for rules to protect property.	I-20
4.6	To participate in rule making activities to achieve the protection of property.	I-20

K-3

IV. PROPERTY

PURPOSE #1: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO DEMONSTRATE AN UNDERSTANDING OF THE TERM PROPERTY BY LISTING PERSONAL, FAMILY AND SCHOOL PROPERTY.

Procedure:

1. Discuss meaning of property as related to their pencils, books, toys, etc.

2. Make lists of properties under headings of personal, family and school.

* * * * * *

PURPOSE #2: TO DISTINGUISH BETWEEN PRIVATE AND PUBLIC PROPERTY.

Materials: Pencils, paper, magazines

Procedure:

1. Using pictures cut from magazines, the children can separate public buildings and facilities from private property, such as homes, cars, bicycles and pets.

2. Take a field trip to the following public facilities or show pictures of these facilities:

   a. City Hall
   b. Library
   c. Post Office
   d. Court House
   e. Hospital

3. Enlarge a city map and help students place pictures of public facilities as well as their own homes on the map. (In large cities, use school district).

* * * * * *

PURPOSE #3: TO DEMONSTRATE AN UNDERSTANDING THAT PUBLIC PROPERTY AND SCHOOL BELONGS TO ALL CITIZENS AND SHOULD BE RESPECTED.

Materials: Flowers, Highways, and You. Learning Experience #10

Procedure:

1. Show filmstrip and discuss:

   a. What would happen if there were no green lawns, shrubs, trees or flowers?

   b. Where does air go that we breathe out?

c. How do we get fresh air to breathe?

d. What can we do to be sure we will have fresh air to breathe and clean water to drink?

2. Present Learning Experience #10 below and ask:

a. Why do garbage trucks collect trash?

b. Who is responsible for the trucks collecting the trash?

c. What would happen if the trucks did not collect the trash?

d. What kinds of laws do you think there are just concerning the collection of trash?

e. Why should a law concerning litter be necessary?

f. What effect, if any, does the existence of a litter law have on the litter problem?

g. If you see someone littering, how do you feel?

h. What do you do about it?

i. How can we all do something about it as a group?

j. What advantages are offered by a group's attacking a given problem?

k. What advantages are offered by an individual's attacking a problem?

3. Invite the custodian to visit the class and discuss the work he does. How can children make his work easier?

a. Wipe feet on mat when entering building.
b. Wipe up spills.
c. Keep his personal storage space neat.
d. Pick up scraps and put in receptacle.
e. Store equipment in proper place.

Learning Experience #10:

Throw old newspapers and other litter on the floor before the class arrives. Empty a couple of desks on the floor. Let books and pencils fall where they may. Empty your own desk drawers if you dare! Turn over a couple of chairs, too.

When the class arrives, let them react. Don't answer any questions. Jot down the things they say about the scene or, if you can get hold of a portable tape recorder, walk around recording their comments. Use these comments in the course of the discussion following the episode.

On the way to school, the girls saw a garbage truck collecting trash from several houses. Many of the barrels had been turned over. Litter was everywhere. Up one alley, they thought they saw some rats moving about in the trash. As they passed the garbage truck, each thought to herself, "Who would want a smelly old job like that?" Farther up the street, they saw some kids knocking over the barrels and trash piled up by some of the houses. They ran to join in the fun with the gang.
(reprint with permission of Lincoln Filene Center)

* * * * * *

PURPOSE #4: TO PROVIDE A STIMULUS FOR DISCUSSION AND REASONING LEADING TO A RESPECT FOR OTHERS' PROPERTY.

Materials: First Things First: But It Isn't Yours (filmstrip)

Procedure:

1. The following are suggested types of questions. You will want to develop your own questioning technique based upon your class' responses. After frame 14:
    a. What do you think Jason will do?
    b. What would you do in this situation?
    c. Whose rights should Jason consider before he makes his decision?
    d. Have you ever been in a similar situation?
2. Finish filmstrip.
    a. What do you think Jason should do?
    b. Lionel has already measured and drawn lines on this wood. Should that make a difference?
    c. What values are in conflict?
    d. Does Jason know how Lionel feels about using property that does not belong to you?
    e. What would you do if you were in the same situation?
3. Students should list reasons for what they think should be done and after listening to all the reasons decide which reasons they think are best.

4. Role play what happens after the filmstrip.

5. Use a continuum to demonstrate the range of students' opinions.

* * * * * *

PURPOSE #5: TO DISCUSS THE NEED FOR RULES TO PROTECT PROPERTY.

Materials: Respect for Property (filmstrip)

Procedure:

1. Show filmstrip and discuss:

   a. Stop after frame 7: Why was Joe scared and ashamed? Did Phil have a right to be angry? Why? Have you ever had to use your own money to replace broken or lost property?

   b. Stop after frame 19. Have you ever found a short cut to school? Why shouldn't the boys and girls have used the Anderson's yard and flowers? What can the boys do to make amends with the Andersons?

   c. At this point the filmstrip may be stopped depending on grade level.

2. Invite a police officer to discuss the need for rules to protect property and punishment for youth who fail to obey these rules.

* * * * * *

PURPOSE #6: TO PARTICIPATE IN RULEMAKING ACTIVITIES TO ACHIEVE THE PROTECTION OF PROPERTY.

Materials: Citizenship Adventures of Lollipop Dragon: Changing Rules (filmstrip).

Procedure:

1. Show Lollipop Dragon filmstrip. As showing, stop frame and discuss these questions:

   a. How does Gwendolyn feel? Why?

   b. Why is the Roadbuilder going to chop down the Tumtum tree?

   c. Does he feel sad about chopping down the tree? Why?

   d. Who made the straight road rule?

   e. What is the reason behind the straight road rule?

f. Should the Tumtum tree be saved? Why?

g. Both Gwendolyn and Lollipop want to save the Tumtum tree. If you were they, what would you do?

h. Make a list of property in your town that should be protected.

i. How can they be protected? Write rules.

* * * * * *

V. LIBERTY (Purposes)

GRADES K-3		PAGE
5.1	To present situations which provide experiences which develop an understanding of responsibility and an opportunity to act in a responsible way.	I-23
5.2	To provide a learning situation in which students experience the necessity of limiting freedom (rights) when others' rights are infringed upon and recognize the need to respect others' rights as they exercise their own.	I-25
5.3	To help students recognize that rules are sometimes necessary to protect the rights of the individual and give reasons for rules that protect rights in the classroom, at home, in their community, and their responsibility in regard to these rules.	I-27
5.4	To provide experiences in which students propose rules to help resolve a problem or provide an orderly environment.	I-29
5.5	To develop an awareness that members of a community can do something to make it a better place in which to live.	I-29

K-3 V. LIBERTY

PURPOSE #1: TO PRESENT SITUATIONS WHICH PROVIDE EXPERIENCES WHICH DEVELOP AN UNDERSTANDING OF RESPONSIBILITY AND AN OPPORTUNITY TO ACT IN A RESPONSIBLE WAY.

Materials: Cardboard box, First Things First: You Promised, Poppy Seeds, Budulinek, colored construction paper

Procedure:

1. Develop an understanding of the word "responsible" with the following activity.

   a. Number five different colored pieces of construction paper from 1 to 5. Students will be rating themselves and can identify where they rate themselves either by color or number.

      1. (red) always
      2. (blue) usually
      3. (yellow) sometimes
      4. (green) hardly ever
      5. (white) never

   b. Read the following statements and ask students to stand on the number or color they would use to answer the statement.

      1. I help with household chores.
      2. I clean up after my pet.
      3. I go to bed at a reasonable hour without nagging.
      4. I brush my teeth.
      5. I try not to be noisy when family needs quiet time.
      6. I try not to be noisy when classmates need quiet time.
      7. I let other people have their say even if I disagree.
      8. I am careful with school property.
      9. I keep my desk neat.
      10. I am courteous and neat in the cafeteria, etc.
      11. I try to be on time.
      12. I finish my work at school.
      13. I respect other peoples' property.

2. Have class prepare a "Responsible Citizen" box. When a pupil or teacher notices someone acting in a responsible way, such as returning materials, showing considerate behavior toward others, he writes that person's name on a paper and quietly slips it in a box. During the sharing time, the names might be drawn out and the positive behavior revealed.

3. Present Poppy Seeds, (app. I).

   a. How did Pablo act in a responsible way?

b. What was his responsibility to his family?

c. How do you know that Pablo was free to decide whether or not to accept this responsibility?

d. Make a collage or mural of how students act in a responsible way. Prepare for this by discussing:

   1. Even though Pablo lives in Mexico a country south of ours, and even though in our society our family does not depend upon us to carry water that we use; do you have any chores for which you are responsible?

   2. This could be expanded into a unit on community helpers, how your community gets its water, etc.

e. Complete this sentence: I would like to have a friend like Pablo because...

f. Pablo also acted in a responsible way toward his village. How?

4. Present Budulinek, (app. I). Stop story and ask students to role play what they would do. Ask:

   a. Did Budulinek act in a responsible way?

   b. Why do you think Budulinek acted in the way that he did?

   c. What would have been the best thing for Budulinek to do?

5. If these books are not available substitute any story dealing with responsibility and adapt questions.

6. View filmstrip You Promised and discuss. Ask after Part I:

   a. How will Holly feel if she breaks her promise to her father?

   b. Why did Holly's father ask her to promise not to climb trees? Did he have a good reason?

   c. Suppose Holly's father asks her if she broke her promise; what should Holly say? Why?

   d. Do you think Holly acted in a responsible way?

   Ask after Part II:

   a. How would you feel if you had to wait a whole year to do something you were promised you could do right away?

b. Why was it necessary to wait so long?

c. Have you ever made a plan only to have to postpone it for some reason? How did you feel about it?

d. How could you act in a responsible way?

7. Provide opportunities for students to share duties in the classroom and times for self evaluation of their performance of these duties.

* * * * * *

PURPOSE #2: TO PROVIDE A LEARNING SITUATION IN WHICH STUDENTS EXPERIENCE THE NECESSITY OF LIMITING FREEDOM (RIGHTS) WHEN OTHERS RIGHTS' ARE INFRINGED UPON AND RECOGNIZE THE NEED TO RESPECT OTHERS' RIGHTS AS THEY EXERCISE THEIR OWN.

Materials: Yes and No, Noisy Nancy Norris, Citizenship Adventures of Lollipop Dragon: Make Mine Purple, Learning Experience #14.

Procedure:

1. Show Filmstrip Noisy Nancy Norris. Use these suggested stops and questions. This story is also available in book form and could be used for storytime:

   a. After frame 14 - What are Nancy's rights? List some reasons for her doing what she does. Do you think that this noise bothers Nancy or her friends?

   b. After frame 32 - What are Mrs. Muffle's rights? What should the Norris' do in this predicament?

   c. After frame 53 - Do you think that this is fair for Nancy? Why or why not?

   d. Finish filmstrip - Has Nancy abused her right to free speech? What are her limits?

2. Learning experience #14:

Scott lived in a big city. He loved his friends and neighborhood, even though other people said they were poor and lived in a slum. Scott and his friends had fun running and playing around the buildings. Although it was dangerous, it was even fun to dodge cars as they raced down the street. Sometimes when someone could take them, they went down the street to a small playground, but this was not very often.

K-3 LIBERTY

Scott liked most of all to play on the swings at the playground. He could fly way up into the sky, higher than anyone else. Whenever he got on a swing, he never wanted to get off. Often other kids would ask for a turn, since there were not enough swings for everyone. Do you think Scott would give them one? No, he would keep swinging until he decided he had had enough. Then he would leave the swing for anyone who wanted it.

Scott often wondered why the kids called him names. He said it was a free country and that meant he could do as he liked. It was his swing, and he did not have to give it up. One day, some of the kids pulled Scott from the swing and beat him up. Scott started to cry. They laughed at him. He ran as fast as he could to find his big sister who had brought him to the park that day. As he ran off, he could hear the kids laughing. Once when he stopped to look back, he saw that they were taking turns playing on the swing. (reprint with permission of Lincoln Filene Center for Citizenship and Public Affairs)

Ask:

a. Do you know any "Scotts?"

b. What would you do if you were the other children?

c. Do you think Scott understands what freedom really means?

d. What freedom do you have?

e. Can you do anything you want? When?

f. Who owns the swing that Scott called his?

g. What do you think Scott's parents will say when he tells them that the kids beat him up?

3. Have different children act out what Scott tells his mother about what happened and what his mother says.

4. Show Yes and No. Use these suggested questions:

a. What do you think of Yesland? Would you like to go there? Why or why not?

b. What were the first two things Freddie did when he got to Yesland?

c. What happened when Freddie tried to cross the highway?

d. What did Mr. Dooit tell Freddie about the drivers in Yesland? What did Freddie think of that?

e. What happened to the boy who was playing on the roof? What did Freddie tell Mr. Dooit about playing on a roof?

f. What did Freddie think about staying up late? Eating all the candy he wanted? Throwing a rock through a window?

g. What things didn't Freddie like about Yesland?

h. What do you think Freddie learned from his visit to Yesland?

5. Make a list on the board of things the children say they "Can Do" or they "Can't Do." Discuss all the "Can't Do's" and see if there are good reasons for not doing them.

6. Have the children tell or write what they would do if they could do anything they wanted. Ask if they think they would enjoy it. Why or why not?

7. Show Lollipop Dragon filmstrip. As showing, stop frame and discuss these questions:

a. Why does Hubert paint the townspeople's houses orange and purple?

b. Why are the townspeople angry at him?

c. If the townspeople knew why Hubert painted their houses, would they still be mad at him?

d. Why is it all right for Hubert to paint his room but not all right for him to paint the townspeople's houses?

e. If you were Hubert, what would you do?

f. If you decide to wash away the purple and orange polka dots, you're going to have to face the angry townspeople. How do you feel about that?

* * * * * *

PURPOSE #3: TO HELP STUDENTS RECOGNIZE THAT RULES ARE SOMETIMES NECESSARY TO PROTECT THE RIGHTS OF THE INDIVIDUAL AND GIVE REASONS FOR RULES THAT PROTECT RIGHTS IN THE CLASSROOM, AT HOME, IN THEIR COMMUNITY AND THEIR RESPONSIBILITY IN REGARD TO THESE RULES.

Materials: Why We Have Taxes: The Town That Had No Policeman, Yes and No, Citizenship Adventures of Lollipop Dragon: Rules are Important, poster paper, crayons, Rules We Live By: Poppy Learns the Rules.

K-3 LIBERTY

Procedure:

1. View film, The Town That Had No Policemen and discuss. Ask the following questions:
    a. How will we get money to pay policemen?
    b. What are the jobs of policemen besides catching theives?
    c. What rights of yours do they protect?
2. Visit local police station to find out answers to students' questions.
3. Use film, Yes and No.
    a. Use continuum strategy having students take and discuss a position on the following statement: I want to work in a classroom like (No Land) (Yes Land).
    b. Use range of position strategy described on page IV-25 with the following statement: I can work best in a classroom like Yesland.
4. Show Lollipop Dragon filmstrip. As showing, stop frame and discuss these questions:
    a. Pretend that you're a pie eater and that you want to win the contest. What do you have to do in order to win?
    b. After the King slides down the hill, he says: "You need to have things safe and fair--and so you will, once rules are there." Is the pie eating contest without rules "unsafe and unfair?" Give examples showing why or why not.
    c. What rules do you think are needed to make the contest safe and fair?
    d. Which of your rules will make the contest fair?
    e. Which of your rules will make the contest safe?
    f. Which of your rules guarantees that whoever eats the most pies all by himself or herself will win the contest?
5. Discuss rules that pertain to classroom, home, and community.
6. Ask children to illustrate rules. This may be done in small groups or pairs.
7. Show filmstrip, Poppy Learns the Rules. After viewing, discuss these questions:

a. Why shouldn't dogs be allowed to run free and without leashes?

b. Why did Sonny insist that they walk carefully on the sidewalk rather than cutting across lawns or through flower gardens?

c. When Sonny returned the Frisbee to the girl in the park, how was he showing respect for the property of others?

d. In what other ways can boys and girls show that they care for property at school and at this home?

(This area of respect for property is so important, the teacher may want to expound this question by role-playing ways to care for property and role-playing how property is neglected, abused.)

* * * * * *

PURPOSE #4: TO PROVIDE EXPERIENCES IN WHICH STUDENTS PROPOSE RULES TO HELP RESOLVE A PROBLEM OR PROVIDE AN ORDERLY ENVIRONMENT.

Materials: Handbook of Strategies (app. XII), Noisy Nancy Norris, filmstrip, continuum and Range of Position Strategy.

Procedure:

1. Have students role play the conflict between Noisy Nancy and Mrs. Muffle. (filmstrip, Noisy Nancy Norris).
2. Ask students to write a law for Nancy to follow, being detailed enough to cover the whole situation, and allowing Nancy freedom while protecting Mrs. Muffle's rights.
3. Repeat or adapt Continuum activity on Range of Position activity on page IV-25.

* * * * * *

PURPOSE #5: DEVELOP AN AWARENESS THAT MEMBERS OF A COMMUNITY CAN DO SOMETHING TO MAKE IT A BETTER PLACE IN WHICH TO LIVE.

Material: Citizenship Adventures of Lollipop Dragon: Civil Responsibility (filmstrip), poster paper, crayons.

K-3 LIBERTY

Procedure:

1. Show Lollipop Dragon (filmstrip) and discuss briefly.

2. Have your class draw pictures to show how they would make their classroom or school a little bit better. Using these pictures create a bulletin board display with the theme "Our Dreams."

3. After the pictures are posted, ask several students to explain their dream pictures to the class. Give everyone an opportunity to look at the display. Then have your class choose, by majority vote, which project they would like to work on as a group. Then, together, put the chosen plan into action. Wherever possible, use democratic principles to reach group decisions.

4. Use the strategy "Establishing Priorities" (app. XII, Strategy No. 8). Suggested kinds of statement:

   a. Citizens of Shawnee should take better care of their parks.

   b. Members of our class could improve the cafeteria by talking more quietly.

   c. Develop similar statements to fit own situation.

5. Similar activity, "Open-ended Statements" (app. XII, Strategy No. 18) could be used to develop the same awareness. Example:

   a. The cafeteria would be more pleasant if members of our class would ____________________.

   b. Again, prepare similar unfinished statements relating to home, school and town/city.

   c. Brainstorm for rules the students feel are necessary to allow individual freedom but guarantee the rights of other students in the classroom.

   d. Prioritize these suggestions and formulate a set of classroom rules with students.

* * * * * *

SECTION 4-6
Overview

I. EQUALITY
This unit utilizes art and creative writing activities, dramatizations, filmstrips, role play, open-ended and inner/outer circle discussion strategies, research, case study, to help develop within students a deeper understanding of and appreciation for individual differences and equal opportunity.

Ms. Diane Gray
Yukon, Oklahoma

II. POWER
Utilizing films, filmstrips, role play, gaming, art activities, open-ended discussion, simulation; continuum, and resource people, students develop an understanding of responsible authority.

Ms. Jean Owens
Shawnee, Oklahoma

III. JUSTICE
Students use films, filmstrips, research and art activities, brainstorming methods, case study, puppetry, value judgement activities, evaluation methods, gaming, current news items, resource people, and a mock trial in this unit to stimulate discussion and critical evaluation concerning justice.

Ms. Kenny Motheral
Moore, Oklahoma

IV. PROPERTY
In this unit students use art activities, creative writing, research, film, filmstrips, value judgement activities, field investigation, resource people, and case study to examine property and its rights and responsibilities.

Ms. Cindy Mace
Oklahoma City, Oklahoma

V. LIBERTY
In this unit filmstrips, role play, creative writing, the continuum, open-ended discussion questions, and case study methods are used to stimulate discussion and critical thinking concerning liberty.

Mr. Darrell Naylor
Oklahoma City, Oklahoma

I. EQUALITY (Purposes)

GRADES 4-6		PAGE
1.1	To stimulate students to recognize the positive values of human differences.	II-1
1.2	To enable students to develop an appreciation for the quality of life in their community and nation that is a result of human diversity.	II-3
1.3	To provide a stimulus for the realization that each individual has worth and dignity and should be ensured equal opportunity to exercise his rights to life, liberty, and the pursuit of happiness.	II-5
1.4	To provide an opportunity for students to examine their own values with respect to the rights of all citizens.	II-6
1.5	To enable students to investigate the historical context for the constitutional amendments dealing with equal rights for minority groups.	II-8
1.6	To enable students to examine the facts, weigh the arguments, apply the law, reach a decision and be able to give a reason for their decision as they study supreme court interpretations of the civil rights amendments.	II-9

GRADES 4-6 I. EQUALITY

PURPOSE #1: TO STIMULATE STUDENTS TO RECOGNIZE THE POSITIVE VALUES OF HUMAN DIFFERENCES.

Procedure:

1. Have students design and make a self-awareness poster. On a large sheet of butcher paper have students attractively arrange the following:

   a. School picture of himself or herself
   b. Favorite sport
   c. Hobby
   d. Subject liked best in school
   e. Favorite book, song, TV show, color, story
   f. Someone they admire or wish to be like
   g. What they want to do or be
   h. What they like best about themselves
   i. What a friend likes best about them
   j. What contribution they hope to make to their community

Students can write these on the butcher paper, use pictures or a combination of both to add attractiveness. Use colored pens or markers for added interest.

2. Display posters around the room, talk about the different interests represented and how this benefits their immediate community (classroom) and as they become adults how it will benefit the larger community.

3. Play Bill Martin's song "I Am Freedom's Child" or read to students. This could also be done by the students themselves as a choral reading.

I Am Freedom's Child

I like me, no doubt about it.
I like me, can't live without it.
I like me, let's shout about it!
I am Freedom's Child!

You like me, no doubt about it.
You like me, can't live without it.
You like me, let's shout about it!
You are Freedom's Child!

We need all the different kinds of people we can find.
To make freedom's dream come true.
So as I learn to like all the differences in me,
I learn to like the differences in you.

I like you, no doubt about it.
You like me, can't live without it.
We are free, let's shout about it!
Hooray for Freedom's Child!

4. Have students complete the following sentence:
   - a. As a result of these activities, I believe that I am special because...
   - b. I believe that each of my classmates is special because...
   - c. I believe that the special things about each of us are important because ...

* * * * * *

PURPOSE #2: TO ENABLE STUDENTS TO DEVELOP AN APPRECIATION FOR THE QUALITY OF LIFE IN THEIR COMMUNITY AND NATION THAT IS A RESULT OF HUMAN DIVERSITY.

Materials: "Squares Are Not Bad" handout, poetry patterns for cinquain and diamante, pictures and posters from various countries, arts, crafts, foods, music and examples of other cultural contributions from various countries. Filmstrip, Ethnic Heritage.

Procedure:

1. Have students prepare for dramatization of Squares Are Not Bad as directed on handout. (app. VII).
2. This can be presented by 15 individuals or fewer depending upon the amount of participation desired.
3. Follow presentation with questions similar to these:
   - a. Why do you think the ... did not like each other?
   - b. Describe how each of the different towns looked.
   - c. Would you like to live in a town where everything was exactly alike?
   - d. What did they discover when they accidentally got together?
   - e. Which community looks more interesting? Show pictures Nos. 2 and 14 of Appendix VII.
   - f. What do you think each of the groups learned from their experience?
   - g. What have you learned from their experience that you could apply to your life?

Extent and depth of questioning will depend upon the grade level.

4. Additional activities could include using an interview strategy, students "interview" each other asking how they feel about their "new town."

Art activity in preparation for this presentation or subsequent to it might be one in which students use various colors and sizes of squares, circles, rectangles, and triangles to design a large mural of a town or an abstract design.

5. Students write letters to the squares, circles, triangles, and rectangles telling them what they have learned from the experience or how they feel about it.

6. Have the class organize and sponsor an International Day. Classroom management techniques should be utilized to stimulate students to form committees to organize the various aspects of this activity. These are but a few suggestions of ways of introducing the richness of a multicultural world to students:

   a. Decorate the room to be used with pictures and travel posters of as many countries as possible. (Contact travel agencies, consulates and enlist the aid of social studies teachers).

   b. Enlist the aid of the music teacher and set the mood with a variety of music from different parts of the world. The music teacher may want to incorporate this into her own class.

   c. Encourage research by asking students to dress representing different parts of the world. Keep this inexpensive and simple. These might be designed and constructed in art class.

   d. Encourage students to locate craft items or objects of art from various countries, souvenir type objects or ones that the students have copied from pictures. Stimulate geographical investigation by asking students to locate the country associated with these objects and the resources used to make them (resource maps).

   e. Samples of foods from the various countries or menus of types of food representative of the countries could be included.

   f. On International Day the students might invite other classes to share in the experience with them.

   g. Creative writing activities might include letters to pen pals in the countries represented, diaries or journals that might have been kept by people immigrating to the U.S. from these countries expressing what their feelings and thoughts might have been.

GRADES 4-6

Students might research and prepare reports on contributions to our culture from other countries: law, government, custom, literature, medicine, mathematics, science, art, music, sports, etc.

h. Invite foreign exchange students or visiting teachers to share information about their country with your students. College or university students from other countries might also be invited.

i. Use filmstrip, Ethnic Heritage, with recommended activities.

* * * * * *

PURPOSE #3: TO PROVIDE A STIMULUS FOR THE REALIZATION THAT EACH INDIVIDUAL HAS WORTH AND DIGNITY AND SHOULD BE ENSURED EQUAL OPPORTUNITY TO EXERCISE HIS RIGHTS TO LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS.

Materials: Handouts for role play.

Procedure:

1. Distribute the following situations: (some of the situations could not happen today, but did at some time in our history, others are still happening today.) Role play:

Mr. Hiram is a foreman in a large manufacturing company. A position is open in his department and he interviews several job applicants. Although there were applications from members of minority groups that were highly qualified for the position, Hiram hires Mr. Bent, member of a minority group, but possessing the lowest qualifications. During the probationary period, Mr. Bent is dismissed because he is unable to meet the needs of the position. The position is again filled. This employee is not a member of a minority group. When Hiram is accused of discriminatory practices, he argues that he attempted to fill the position with a member of a minority group but was unable to do so.

For the first time, many citizens of this southern community will be able to vote. As Mr. Dulaney attempts to register, he is informed that he will first have to take a literacy test that only members of his race must take before they are qualified to vote. He is unable to pass the test.

Mrs. Stewart, a highly qualified teacher, is told unofficially that her chances of being hired in the community in which she has applied for a position are very slim because of her religion. She is told that because it is a small community and for the good of the system she should seek employment elsewhere.

GRADES 4-6 EQUALITY

Mrs. Jennings and Mr. Black have been employed for about the same length of time by the same company. Their job description and responsibilities are similar. Yet Mr. Black earns approximately $2,000.00 per year more than Mrs. Jennings earns.

Additional situations involving open housing, school integration, could be added to these.

2. Following role play ask students to consider and respond to the following:

    a. Was equal protection and opportunity present in these situations?

    b. Have they experienced or known anyone who has experienced similar situations?

    c. What rights should the people in these situations have?

    d. What rights are in conflict in each of these situations?

    e. For each of the situations complete the following sentence: I believe that the most important right to be protected in this situation is ... because...

    f. For each of the situations complete the following sentence: I feel there should be legislation of some sort to protect the rights of... Therefore, I recommend a law, or a constitutional amendment which...

    g. Follow these with research projects by the students or a resource person to determine how the government has dealt with these situations.

    h. Use continuum line -- questions dealing with feelings based on prejudicial practices.

3. Actual newspaper accounts to be kept by teacher during the years to bring into class for future issues.

4. Political cartoons to be collected by teacher prior to this unit.

* * * * * *

PURPOSE #4: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO EXAMINE THEIR OWN VALUES WITH RESPECT TO THE RIGHTS OF ALL CITIZENS.

Materials: Poetry pattern handouts

GRADES 4-6 EQUALITY

Procedure:

1. Divide class into three groups. Group one begins activity from the center. Groups 2 and 3 listen from two outer circles. Each group has a ten/twenty minute discussion period in the center while the other two groups listen to the discussion. This method encourages both listening and discussion.

2. Questions to be discussed could include those considered in the previous activity as well as:

    a. What is segregation? Have you ever experienced segregation in practice?

    b. Name as many kinds of segregation that you can think of.

    c. What does "equal protection of the laws" mean to you?

    d. Who has a right to this protection?

    e. Place yourself in a situation in which you are denied equal opportunity because of your race, sex, or religion and describe your feelings.

    f. What can you personally do to help remedy inequality in your immediate community, your state, your nation?

3. Follow this oral expression of feeling with a creative writing activity in which students express these feelings in groups or individually in poetry. The following poetry patterns might be used to stimulate this expression. The cinquain and the diamante are American controlled form poems. In the cinquain, the emphasis on the thought to be expressed may follow this pattern:

    Line 1 - one word (the title)
    Line 2 - two words (describing)
    Line 3 - three words (an action)
    Line 4 - four words (a feeling)
    Line 5 - one word (referring to the title)

    Sample written by a 6th grader:

    Equality
    Fairness, rights
    Sharing, helping feeling
    Happy, friendly, needed, proud
    Unity

The diamante is a seven line poem which forms a diamond:

Line 1 - one word (subject noun)
Line 2 - two words (adjectives)

GRADES 4-6 EQUALITY

Line 3 - three words (participles, all ing or all ed)
Line 4 - four words (nouns, first two sound related to first line, second two to last line)
Line 5 - three words (participles, referring to last line noun)
Line 6 - two words (adjectives for last noun)
Line 7 - one word (noun, opposite of first line noun)

Inequality

_____ _____

_______ _______ _______

_______ _______ _______ _______

_______ _______ _______

_____ _____

Equality

For example see app. XIV.

* * * * * *

PURPOSE #5: TO ENABLE STUDENTS TO INVESTIGATE THE HISTORICAL CONTEXT FOR THE CONSTITUTIONAL AMENDMENTS DEALING WITH EQUAL RIGHTS FOR MINORITY GROUPS.

Material: Student booklets compiled when first studying the Constitution. (Justice, Liberty) Copies of Scriptograph Booklets *About the Bill of Rights and Other Constitutional Guarantees of Individual Freedom* or copies of the Constitution.

Procedure:

1. Read the following to the students:

The subject of slavery came up in the Constitution in three places. Each time the Constitution accepted the idea of slavery and helped those who owned slaves.

Art. I, Sec. 2, Cl. 3:

Population of a state for purposes of representation were counted as all of a state's "free persons" and three-fifths of a state's "other persons."

Art. I, Sec. 9, Cl. 3:

Congress cannot stop the bringing of slaves into the U.S. before 1808.

Art. IV, Sec. 2, Cl. 3:

> A person held to service or labor that is, a slave, does not become free by running away from his master. Such a runaway slave must be returned to his master.

Other laws were written to control slaves called the Black Code or Slave Laws. These were some of the laws:

a. Slaves cannot visit the homes of whites or free negroes nor can they entertain such persons in their quarters.

b. If a white person, free negro or mullato shall at any time be found in company with slaves at any unlawful meeting without the consent of his or her owner that person is subject to punishment.

c. The ownership of property such as a house, dog, land, etc. is forbidden.

d. A slave could not strike a white person, even in self defense.

2. Ask students to re-read the Bill of Rights for freedoms guaranteed there but denied to slaves.

3. Have students research the Dred Scott Decision and how this affected the Emancipation Proclamation. (In the Dred Scott Decision, the Supreme Court upheld the practice of slavery. A Supreme Court ruling is a higher law than a President's order. Constitutional Amendments are necessary).

4. Have students locate and include in their booklets the amendments that were to remedy the inequality in the protection of basic rights.

* * * * * *

PURPOSE #6: TO ENABLE STUDENTS TO EXAMINE THE FACTS, WEIGH THE ARGUMENTS, APPLY THE LAW, REACH A DECISION AND BE ABLE TO GIVE A REASON FOR THEIR DECISION AS THEY STUDY SUPREME COURT INTERPRETATIONS OF THE CIVIL RIGHTS AMENDMENTS.

Materials: Copies of Plessy vs. Ferguson, Brown vs. The Board of Education, and a case brief form. Law in a New Land has these cases as well as historical background.

Procedure:

1. Distribute copies of Plessy vs. Ferguson (app. VIII) and ask students to brief this case individually on their form, (app. IX).

2. Discuss the case by using a large scale of justice on the board. Ask students to give the significant facts of the case and list them on the board.

   Ask students to decide and list on the board the legal issue involved in the case.

   Have students present arguments for each side. List these (weigh) on either side of the scale of justice. Ask students to carefully weigh the arguments, reach a decision and write on their form the reason for their decision. Arrive at a majority decision as a class and write it on the board. Arrive at a minority decision and write it on the board. Include the reasoning for each decision.

   Read the decision of the Supreme Court on this case to the class and compare it with their decisions and reasoning.

3. Follow this same procedure with Brown vs. the Board of Education (app. X).

4. Encourage students to discuss the reasons for the fact that one decision overruled the earlier decision.

5. This lesson could be extended to include cases on right to vote, equal opportunity, and women's rights.

II. POWER (Purposes)

GRADES 4-6 **PAGE**

2.1 To demonstrate an understanding of a need for authority and the various forms it takes. II-12

2.2 To distinguish between the exercise of responsible authority and the exercise of power without authority. II-12

2.3 To list and explain different types of government --direct democracy, representative democracy, dictatorship, oligarchy, absolute monarchy, and constitutional monarchy. II-13

2.4 To identify parts of the constitution that organize, define, and limit the powers of the government of the United States. II-14

2.5 To describe the organization of their government. II-14

2.6 The experience through simulation activities shows the complexities of the problems facing authority in our society. II-16

2.7 To experience the difficulties faced by law enforcement officials in their community and the nation. II-18

PURPOSE #1: TO DEMONSTRATE AN UNDERSTANDING OF A NEED FOR AUTHORITY AND THE VARIOUS FORMS IT TAKES.

Material: Buckle Game. "The Treehouse" from Foundations of Justice Series.

Procedure:

1. Role play - Name conflicts people have with some in authority. Example: Sam is accused by his teacher, Mrs. Wright, of knocking over the paint jars. Mrs. Wright has Sam stay after school and he misses basketball practice. Sam is innocent but Mrs. Wright will not listen. React.

Questions:

Have you ever felt you were special and did not need to obey the law? If so, tell about it.

Debriefing role play:

Ask participants:

a. What did you think of the experience?
b. Why did you behave the way you did?
c. What did you think you would accomplish?
d. Would you do anything differently if you could do it all over again? Why?

Ask observers:

a. What did you think of the performance?
b. Was the situation and what happened realistic?
c. What, if anything, would you have done differently? Why?

2. Show filmstrip and discuss.

3. Buckle Game (Try to get class really confused as to who is in authority). (See app. XVII).

Debriefing Buckle Game:

a. What happened?
b. Was anything wrong? What?
c. How did you feel?
d. What problem would policemen have if laws changed as suddenly as our game rules?

* * * * * *

PURPOSE #2: TO DISTINGUISH BETWEEN THE EXERCISE OF RESPONSIBLE AUTHORITY AND THE EXERCISE OF POWER WITHOUT AUTHORITY.

GRADES 4-6 POWER

Material: Why We Have Laws - Shiver, Gobble and Snore

Procedure:

1. Show film and discuss.
2. Role play:
    - a. A bully threatens a small child.
    - b. You are threatened by an older child or group of children because you won't let them play with your football.
    - c. The Junior Police says Sam was running and suggests he go to the teacher in charge for disciplinary measures. Sam argues that the Junior Police is wrong.
    - d. Debrief role play.

* * * * * *

PURPOSE #3: TO LIST AND EXPLAIN DIFFERENT TYPES OF GOVERNMENT -- DIRECT DEMOCRACY, REPRESENTATIVE DEMOCRACY, DICTATORSHIP, OLIGARCHY, ABSOLUTE MONARCHY, AND CONSTITUTIONAL MONARCHY.

Material: Filmstrip, "Freedom and Government" from Freedom: What's It All About. Poster paper, crayons or felt tip pens, Island Game

Procedure:

1. Show filmstrip.
2. Divide class into groups characterizing each type of government. Have them decide on a rule they think is important and have each group react according to their governmental position.
3. Make posters depicting the different governments. Display posters in classroom.
4. Give situations to class. Have them decide which government has ruled and ask them to stand nearest that poster.
5. To acquaint the class with the rights of individuals under other forms of government, the class might live for a day under these circumstances.
    - a. King, chosen by lot.
    - b. Dictator, largest and strongest
    - c. Communism, each child receives the same daily grade made by the average.

GRADES 4-6 POWER

6. Use Island Game, (app. XIII).

* * * * * * *

PURPOSE #4: TO IDENTIFY PARTS OF THE CONSTITUTION THAT ORGANIZE DEFINE, AND LIMIT THE POWERS OF THE GOVERNMENT OF THE UNITED STATES.

Material: Amendments of the Constitution

Procedure:

1. Take a large rubberband and stretch it every way possible. It remains a rubberband even though it takes on several different shapes; it remains strong and yielding. We rely on our Constitution to be the same way.

2. Play "Which Amendment?"

   Examples:

   a. Before 1913, the United States did not tax income. As time went on, the government became involved in providing services for the nation and some thought everyone should pay taxes on their income. Which amendment? (16)

   b. Women were not allowed to vote until 1920. The right of citizens to vote cannot be denied because of sex. Which Amendment? (19)

   c. Sam was arrested for buying liquor. Could this happen today? Which Amendment? (18 & 21)

   d. Franklin D. Roosevelt served three complete terms as President of the United States. Could Jimmy Carter do the same? Which amendment? (22)

* * * * * * *

PURPOSE #5: TO DESCRIBE THE ORGANIZATION OF THEIR GOVERNMENT.

Material: Poster Paper, Lawmaking, (Law in Action Series) label sheets as follows: WE, THE PEOPLE, COUNCILMEMBERS, MAYOR, MUNICIPAL COURT JUDGES, STATE SENATOR, STATE REPRESENTATIVE, STATE SUPREME COURT JUDGE, GOVERNOR, U.S. SENATOR, U.S. REPRESENTATIVE, SUPREME COURT JUSTICE, PRESIDENT, WE, THE PEOPLE.

Procedure:

Read the following: (see pp. II-15 and II-16)

GRADES 4-6 POWER

Once there was a huge vacant lot that looked like America, and the founding fathers decided to build a House of Law. They wrote the Constitution of the United States which was the foundation of the house.	Narrator calls three constitution people WE THE PEOPLE to come up and sit crosslegged on the floor holding hands.
Lawmakers in the cities are called councilmen and are elected by voters who live in each city. The mayor is the executive who can OK laws or veto them. Each city also has a citv or municipal court.	Narrator calls up mayor, judge, and 2 members of council to kneel behind We, The People.
The State's legislative branch is set up similarly to the Federal Congress. There are senators and representatives chosen by the voters in each state. The numbers of names of legislative bodies are not the same in every state. The governor has power to sign bills into law or to veto bills just like the President.	Narrator calls state legislators to sit on chairs behind the "kneelers."
The State Supreme Court judge reviews laws that are already made to see that they fit into the laws written in the Consitution.	Narrators calls up governor and Supreme Court judge to sit on chairs behind city government personages.
The Founding Fathers wrote there shall be a Federal Congress that makes and changes laws; it will have senators (2 from each state) and representatives (the number of representatives depends upon the number of people in every state.)	Narrator calls up a Congressional senator and a representative to stand behind state government people.
The President has power to influence senators and representatives, and to sign bills into law, or veto them.	Narrator calls up President and Supreme Court Justice to stand with senator and representative.

GRADES 4-6 POWER

The Justices on the Supreme Court review laws that are made all over the nation to decide if they fit according with the law written in the Constitution.

Each level of government is subject to the law written in the U.S. Constitution. The authority of the Constitution comes from the people. The first three words in the preamble to the Constitution say that it is the people that give power and authority to the way the government operates. It states "We, the People." The house is finished! But before it disappears, the personages of the house want to know who they are and what they do.
Then each student in the house takes turns asking the class: What's my name? What do I do?

Narrator calls up the remaining 3 Constitution people We, the People to stand on chairs behind the Federal Government people to form the roof of the skyscraper.

* * * * * * *

PURPOSE #6: THE EXPERIENCE THROUGH SIMULATION ACTIVITIES SHOWS THE COMPLEXITIES OF THE PROBLEMS FACING AUTHORITY IN OUR SOCIETY.

Material: Film, What's Your Authority?

Procedure:

1. Identify the problems of authority by using the continuum strategy.

X

Friendly Frank Strict Sam

Students place themselves somewhere on the line between these two extremes when they answer these questions.

Which policeman would you prefer if:

a. You need help in answer to a burglary call?
b. You were the cause of an accident?
c. You were in an accident and it was not your fault?
d. A friend of yours was murdered?
e. You were arrested for murder?
f. You were caught shoplifting?

GRADES 4-6 POWER

2. Show film and discuss.

Show Part I about Bob. Ask:

a. Should Bob make the decision himself about who should pitch in the big game?

b. What would you do in a situation like Bob's?

Show Part II about Betty. Ask:

a. Who should Betty obey?

b. Was Betty at fault in getting caught between these two authorities?

c. What would you do in a situation like Betty's?

General questions:

a. What makes you respect an authority?

b. What kind of responsibility does an authority have to those under him?

c. Are there times when it is all right to disobey authority?

d. How do people earn a position of authority?

e. What is the function of authority?

f. What qualities do you like to see in an authority?

g. In what cases might it be necessary to disobey an authority?

h. Are authorities necessary in our society?

Follow up Activities:

1. List characteristics of a good leader.
2. Students can adapt lesson to higher authorities; for instance, do policemen have trouble obeying their superiors even if they don't quite agree with the law? Can the governor feel uncertain about some action he has taken because it might offend the legislature?

* * * * * *

GRADES 4-6 POWER

PURPOSE #7: TO EXPERIENCE THE DIFFICULTIES FACED BY LAW ENFORCEMENT OFFICIALS IN THEIR COMMUNITY AND THE NATION.

Material: Police Poll. Film, The Ripoff.

Procedure:

1. Hand out police poll. Check one answer for each statement. Agree, Disagree or Undecided. (Police Poll, page II-19).
2. Play police patrol, role play.
   Set up basic situations and have students act them out.
   a. Domestic quarrel - neighbors have called police
   b. Students loitering on private property
   c. Shoplifting
   d. Destruction of public property
3. Show film, The Ripoff.
   Follow questions that are on film to lead the discussion.

GRADES 4-6 POWER

Police Poll

NAME________________________________

		Agree	Disagree	Undecided
1.	Police keep the city good.			
2.	Police accuse you of things you did not do.			
3.	Police are stupid.			
4.	Police protect us from harm.			
5.	Police try to help you when you're in trouble.			
6.	Police are mean.			
7.	Police offer you money to tell on other kids.			
8.	Police use clubs on people for no reason at all.			
9.	Police keep peace and order.			
10.	Without policemen there would be crime everywhere.			
11.	You can rely on the police in times of distress.			
12.	Policemen are dedicated men.			
13.	Police try to act like big shots.			
14.	Police are always mad at kids.			
15.	Police help me to help myself.			
16.	Police represent trouble instead of help.			
17.	Police are brave men.			
18.	Police are protective of our country.			
19.	Police don't give you a chance to explain.			
20.	Police try to get smart with you when you ask a question.			

III. JUSTICE (Purposes)

GRADES 4-6		PAGE
3.1	To develop within students the realization that organized procedures are sometimes necessary to settle disputes.	II-21
3.2	To introduce students to the methods of settling disputes used in other times and other cultures.	II-22
3.3	To stimulate students to examine the constitution in order to identify processes and procedures designed to establish, preserve, and promote justice.	II-24
3.4	To provide an opportunity for students to apply their understanding of the meaning of "due process" to their own experiences.	II-25
3.5	To develop within the student the realization that factors often interfere with the attainment of ideal justice and to encourage their recommendations for solutions to these dilemmas.	II-26
3.6	To simulate the role, responsibilities, and problems experienced by the judge, attorneys, jury, witnesses, defendant, plaintiff, and others in the court appropriate to this grade level.	II-28
3.7	To introduce students to the functions and jurisdictions of the various courts at the municipal, state, and federal level.	II-30
3.8	To provide an opportunity for students to examine by means of case study, early court decisions dealing with contemporary issues.	II-31

GRADES 4-6 III. JUSTICE

PURPOSE #1: TO DEVELOP WITHIN STUDENTS THE REALIZATION THAT ORGANIZED PROCEDURES ARE SOMETIMES NECESSARY TO SETTLE DISPUTES.

Materials: Sunshine Valley, from Foundations of Justice, filmstrips Case Brief form, (app. IX), picture and news magazines.

Procedure:

1. Show filmstrip, Sunshine Valley, to frame 11. Ask the following:
    a. What kind of a dispute is this?
    b. To whom did the land originally belong?
    c. What did the settlers do to change the original idea of land ownership?
    d. Was this fair?
2. Using the form and steps 2-5 (p. II-52 in Liberty) brief this dispute.
3. Continue filmstrip to frame 20. Ask the following:
    a. Did the Martians obtain their land and "air rights" legally? Explain.
    b. Did the people who lived in Sunshine Valley limit how the Martians could use the air?
4. Continue to frame 37. Once again brief this case using the form and directions on page II-52.
5. Brainstorm for examples of other kinds of disputes within the students' immediate community, city, state, and nation.
6. Have students create a bulletin board or collage with pictures or sketches representing different types of disputes.
7. More advanced students collect news articles describing various types of disputes at a local or state level. Students summarize and present these to the class. Students could then follow the case study method as described on page II-52.

* * * * * *

GRADES 4-6 JUSTICE

PURPOSE #2: TO INTRODUCE STUDENTS TO THE METHODS OF SETTLING DISPUTES USED IN OTHER TIMES AND OTHER CULTURES.

Materials: Puppets to characterize the roles of defendant, plaintiff, judge, witnesses and attorneys. Scripts for the dramatization of historical examples of society's concept of justice. Large cardboard model of a scale of justice. Filmstrip, Machinery of Justice, The Trial, The Jury.

Procedure:

1. More advanced students research the following periods of history to determine how conflicts were settled while other members of the class begin work on puppets and scenery for the dramatization. The help of the art teacher might be enlisted in this activity as well as the music teacher. This would be an interesting way for the music and art of these periods to be introduced.

   a. Prehistoric times
   b. The ancient river civilizations
   c. The classical civilizations
   d. The Medieval period
   e. Colonial period
   f. Frontier period
   g. A modern court

2. Additional activities might include a "Matchgame" (patterned after the TV show) using the legal terms which developed during the times studied and still in use today. A time line depicting the development of a court system up to the fall of Rome, the decline at this time, and then the development again until modern times.

3. The following are samples of situations that could be used in a creative writing class. This is the type of information obtained by the research committee. From this a writing committee would put it in the form of short scripts.

   a. Prehistoric Times - Conflict usually arose over property. In this conflict the two involved settle the dispute by force, the stronger of the two winning the dispute.

   b. Ancient River Civilizations - Babylonia - Many conflicts arose over property, business practices, and marriage contracts. One of the most severe punishments was for dishonest business practices. Criminal law consisted of two basic principles, lex talionis (an eye for an eye) and punishment according to social rank. A crime against a noble was punished more severely than one against a commoner. When a crime was committed against a slave, the retribution was to the slave's owner. Example of lex talionis: the home of a noble collapsed, the son of the noble was killed. According to the justice system of this society, the builder's son would be executed.

Hittites: Although the Hittites had not progressed as far as other civilizations before their time in other areas, their method of settling disputes was more enlightened. The judges in this society were usually village elders, king's officers, or the king himself. The king's decision was required in cases involving the death penalty. Juries existed and they reached decisions after obtaining the facts of a case. Witnesses were asked to make sworn statements, as well as the plaintiff and the defendant. Compensation was the main form of punishment rather than revenge as had been the case before this time. Punishment was limited to the extent of the injury, and greatly limited capital crimes. If a man was found guilty of an offense such as theft, assault, property damage, he was to make complete reparation; if he was unable, his family and then his village became responsible.

c. Classical Civilization - Roman: One of the greatest achievements of this society was its system of laws. It developed from that of custom and religious taboos to the Twelve Tablets (civil law), it included laws passed by the senate and assembly as well as the interpretation of the special jurists. All of this was eventually codified and continued to influence legal systems for centuries to come. Judges were expected to be impartial, exact, and humane. It was the job of the judge to "give every man that which is his own." Courts existed. An example of a civil case: Plaintiff and defendant present their case before a praetor. The praetor consulted with them, determined the legal question, and then instructed the judge: "If you find...things to be so, decide for the plaintiff; otherwise against him." The judge heard evidence and then made a decision. In this action, the praetor had the role of our judge and the judge the role of our jury.

4. Machinery of Justice filmstrips will aid in research.
Upon completion of reserach, scripts, puppets, scenery, timeline, music....dramatization are presented following each with questions similar to the following:

a. Did this method of settling disputes seem fair to you? Give reasons.

b. Assume the role of: plaintiff, defendant, judge (where one existed).

1. What caused the conflict? Was it civil or criminal?
2. Did a law exist concerning the conflict?
3. Was the law accessible and clear?
4. Was the law considered in the decision?
5. List the procedures used in settling this conflict.
6. Can you think of any procedures that you feel would make the process more just? Students list these individually or use the brainstorming strategy.

5. As a result of the previous activity, students work together in committees of 5-7 to develop a system of "due process." These steps should be recorded on butcher paper and displayed, discussed, and evaluated. They can also be used to stimulate students to examine the U. S. Constitution for the procedure it developed as "due process" in settling disputes.

6. The same type of activity could be done with younger students or non-readers by telling them stories from children's literature that have their setting in other times and deal with disputes. (See bibliography in app. I).

* * * * * *

PURPOSE #3: TO STIMULATE STUDENTS TO EXAMINE THE CONSTITUTION IN ORDER TO IDENTIFY PROCESSES AND PROCEDURES DESIGNED TO ESTABLISH, PRESERVE, AND PROMOTE JUSTICE.

Material: Copies of "due process" system developed by students. Copies of the Constitution. (Law in a New Land, Houghton Mifflin, is good for this grade level) or copies of the Bill of Rights (Scriptograph Booklet, About the Bill of Rights, good for this level) along with a simplified outline of the Constitution. Include in this outline: Art. I, Section 9, Clause 2 (Habeas Corpus), Clause 3, (Bill of Attainer), (Ex Post Facto); Article I, Section 10, Clause 1, (Ex Post Facto); Article III, Section 3, (no conviction for treason without testimony). Materials for individual student booklets. Filmstrips: Basis of Liberty, The Law and the Courts from Law and Justice in the U.S.

Procedure:

1. If this activity is being used to study the complete Constitution, begin by dividing the class into groups depending upon class size. Ten groups of three is recommended. Assign Group 1, Article 1; Group 2, Article II; Group 3, Article III; Group 4, Article IV; Group 5, Articles V, VI, and VII; Group 6 Amendments 1, 2, and 3; Group 7 Amendments 4 and 5; Group 8, Amendments 6 and 7; Group 9, Amendments 8, 9, and 10; Amendment 14 (although not part of the Bill of Rights is important to include when studying "due process").

2. Each committee read, summarize and reword their assignment. These are shared with rest ofthe class. Each student prepares a booklet of these summaries to which they can later refer.

3. Use filmstrips: The Basis of Liberty and Law and the Courts from Law and Justice in the U. S.

4. A collage or mural could be done with pictures or symbols of the Amendments to enforce the above activity. Art work can also be used to decorate the booklets.

5. In their booklets, students identify those parts of the constitution that deal with "due process." They then compare these with the procedures that they have outlined prior to this activity as those they feel are necessary for justice. Ask them to see how many similarities they discover as they make this comparison and list the similarities (again, this can be done as a written activity or using the brainstorming strategy).

6. Have students make a collage of words suggesting "due process" fromwords cut out of newspapers and magazines and arrange in the outline of a scale of justice.

* * * * * *

PURPOSE #4: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO APPLY THEIR UNDERSTANDING OF THE MEANING OF "DUE PROCESS" TO THEIR OWN EXPERIENCES.

Material: "Due Process" Evaluation Chart, (app. II), films, filmstrips or simulations (if used), film, Bill of Rights in Action, filmstrip, Bill of Rights.

Procedure:

1. Distribute Evaluation Chart. Ask students to fill in on the chart the amendment or amendments that guarantee this "due process."

2. If individual evaluation is done, ask students to identify TV programs where they observed instances involving some stage of the justice system. As they view these programs they complete the evaluation chart indicating how these procedures were dealt with in the program or news report.

3. A field trip to court, the film, The Bill of Rights in Action, or a simulation of a trial will provide an additional or alternate opportunity for students to use this chart.

4. Follow up by encouraging students to share the result of their evaluations and formulate a statement about what they have observed.

* * * * * *

PURPOSE #5: TO DEVELOP WITHIN THE STUDENT THE REALIZATION THAT FACTORS OFTEN INTERFERE WITH THE ATTAINMENT OF IDEAL JUSTICE AND TO ENCOURAGE THEIR RECOMMENDATIONS FOR SOLUTIONS TO THESE DILEMMAS.

Material: Miranda Warning (app. III), filmstrip, What to do About Rules (First Things First Series), handout for continuum activity (pp. 11-34, 35).

Procedure:

1. Ask the students to respond to this statement: Justice will be achieved when the procedure that accused persons go through is exactly the same for everyone regardless of the circumstances.

2. Show the filmstrip, What to do About Rules. Ask the following:

   a. Was Sam Wilson guilty of violating a law?

   b. What is the punishment for this violation?

   c. Do you feel that he should receive this sentence? Explain your reasoning.

   d. You are the judge. Sentence this man.

3. Distribute the following handout and ask students to respond either on the continuum provided on the handout or on a similar continuum which you may put on the board or on the floor.

GRADES 4-6 JUSTICE

If the continuum is used, students should be instructed to identify the place on the line that most nearly represents the position the student wishes to take on the statement with which they are dealing. For example, on the first statement below, if the student feels very strongly that searches should be conducted without a search warrant, the student should designate his position to the extreme left of the continuum line. If, on the other hand, the student feels very strongly that the Amendment should be rigidly upheld, he should designate his position close to the extreme right of the continuum line. Those students who feel less extreme about either of these positons, would take a position somewhere in between these stronger positions. Regardless of the position designated by a student for himself, he should be prepared to defend and give reasons why he has selected that position. Using this same method with the continuum, have students respond to the following statements:

Continuum

I believe that:

X

Law enforcement would be easier if search could be conducted without a warrant.	The protection of this ____ Amendment right is more important.

Continue this same pattern for the following:

Law and order would be better achieved if the rights of the accused were not required to be read to them.	Same as above.
The cost of providing an attorney for the accused should be eliminated to direct taxpayers' money to more important things	Same as above.
Criminal trials would be more efficiently conducted if the accused were forced to testify.	Same as above.
I strongly agree that "plea barganing" should continue to be accepted as part of our legal system.	I strongly disagree that...

* * * * * *

GRADES 4-6 JUSTICE

PURPOSE #6: TO SIMULATE THE ROLE, RESPONSIBILITIES, AND PROBLEMS EXPERIENCED BY THE JUDGE, ATTORNEYS, JURY, WITNESSES, DEFENDANT, PLAINTIFF, AND OTHERS IN THE COURT APPROPRIATE TO THIS GRADE LEVEL.

Material: The Battle of Oog and Ugh (filmstrip), The Lemonade Stand (film), The Trial, The Jury, Courts and Trials, Riekes, Mahe, West Publishing Company.

Procedure:

1. Instruct students to keep a daily journal of questions arising from the following activities. A summary of these questions should be provided to the resource attorney prior to his visit. (app. XII, Strategy No. 25).

2. If possible, arrange for someone who has had jury experience to be present for this activity. Show filmstrip, The Battle of Oog and Ugh, from the series The Foundations of Justice to frame 19, and ask:

   a. Why were advisors appointed? What do we call them today?

   b. Why were they necessary in the filmstrip? Why are they necessary today?

   Continue filmstrip to frame 30 and ask:

   a. Why are witnesses necessary?

   b. What is their role in the courtroom today?

   Continue filmstrip to frame 35 and ask:

   a. What is the role of the judge in the filmstrip? Today?

   Continue to frame 36 and ask:

   a. Why are juries important?

   b. How are they selected? At this time if you have someone present with jury experience ask them to briefly explain the steps in jury selection and answer questions that the students might have. Ask them also to share their feelings about this experience with the students.

   Continue to frame 37 and using a case brief form, review the case of Oog vs. Ugh asking students to give the facts and arguments of the case. Ask the students to consider these facts, weigh the arguments and reach a decision.

   Finish filmstrip.

GRADES 4-6 JUSTICE

This strategy could be adapted to the film, The Lemonade Stand, a 14-minute color film, highly motivational, distributed by Encyclopedia Britannica and available from the Law Focused Curriculum Project.

6. Prepare for a mock trial:

   a. Arrange for an attorney to be present the day of the trial. He will be able to answer technical questions as well as critique the trial while it is in progress if necessary or upon its completion.

   b. If possible arrange for students to visit a courtroom and observe court procedure if it is in session.

   c. If a field trip is not possible, the filmstrips, The Trial, The Jury, from The Machinery of Justice are helpful.

   d. Select a case for the trial. Depending upon grade level, suggestions might include: stories from children's literature, Goldilocks (could be civil or criminal), The Three Pigs, etc. classroom incidents or simulated incidents that might arise for student at this age (theft... shoplifting), actual current cases (avoid sensationalism at this level), or cases from history being studied at the time.

   e. Assign roles for mock trial.

   f. Copies of teacher prepared or student prepared script, depending upon the grade level and available time, distributed to participants in the trial, but not the jury. There is a sample script for a simplified trial in the app. VI. Additional suggestions: Law In a New Land, teacher edition, p. 28-36.

7. Present Mock Trial:

   a. Opening of the Court
   b. Swearing in of Jury
   c. Opening statement of plaintiff's attorney
   d. Opening statement of defendant's attorney
   e. Direct examination of witnesses
   f. Cross-examination of witnesses
   g. Closing arguments of defendant's attorney and plaintiff's
   h. Instruction to jury, jury deliberation, verdict, sentencing.

8. Evaluation:

   a. How well (accurately) did each play his role? Include attorney in this evaluation.

b. What was the dispute?

c. Was a law broken?

d. How serious was the offense? Under the law in your state, what are the minimum and maximum punishments for this offense? (Attorney should be informed prior to his visit as to the subject of the trial).

e. What arguments were presented by each side?

f. Were there any facts that were not presented?

g. Were the arguments well prepared and convincing?

h. Do you agree with the decision? With the sentence?

i. (Optional) Do you feel there are grounds for appeal? There is a form that can be used for a script in Courts and Trials, from the Law in Action Series by Riekes, Mahe West Publishing Co.

* * * * * *

PURPOSE #7: TO INTRODUCE STUDENTS TO THE FUNCTIONS AND JURISDICTIONS OF THE VARIOUS COURTS AT THE MUNICIPAL, STATE AND FEDERAL LEVEL.

Procedure:

1. Distribute to students and project on an overhead the court system outline, Appendix XXIV. You will want to use some art work in preparing this handout for your students.

2. Have students bring to class or locate in class a number of court cases. From information in news stories, brief the cases or present to the class in the form of role play.

3. Ask students to determine which court they think each of these cases will be heard in. Ask questions similar to the following to help students determine which court:

   a. Was a law violated?

   b. If so, was it a federal law, state law, or city ordinance?

   c. Was the offense a serious crime (felony)?

   d. Is it a civil case?

   e. If so, what is the amount of the suit?

f. Is this the first time this case has been heard? You will want to adapt these or add more depending on grade level. As students correctly determine the jurisdiction of these cases, fill the name of the case in on the outline on the overhead and ask the students to do the same on individual outlines.

4. In preparation for this activity, students might draw a city map indicating the location of courts within their city, or a state map locating the nearest district court and other state courts.

* * * * * * *

PURPOSE #8: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO EXAMINE BY MEANS OF CASE STUDY, EARLY COURT DECISIONS DEALING WITH CONTEMPORARY ISSUES.

Procedure:

1. Prepare students for the account of Henry Plummer (1864) by showing films depicting the life on the frontier and discuss the problems of justice in this time and place. More advanced students research this period and report to the rest of the class using one of the following methods:

   a. "News interview: with residents of mining camps, and cattle towns in the west. The development of vigilante justice should be included in these interviews.

   b. Other ways of sharing necessary background information includes: role play, puppetry, storytelling using a mural, diaries.
   Sources of information include American History textbooks, as well as Law in a New Land.

1. Present the following account:

   In 1862, a man named Henry Plummer rode into the mining town of Bannack, Montana. Within a few months, Plummer had run the sheriff out of town and been elected to this office himself. Lawlessness was a serious problem. Hundreds of people in the area were held up by organized gangs. They seemed to know when a gold shipment was being made. People began to suspect Plummer. He often had given miners carrying large sums of money bright scarves to wear. Had they been signals for the outlaws? Eventually, one of the men robbed recognized Plummer among the bandits. An angry group of miners organized a vigilante committee, pledged themselves to secrecy and set out to establish law and order.

Two members of the robber gang were captured and hanged. Before one of the men died, he named Plummer as the leader of the gang and said that the deputies were also members. The vigilantes arrested Plummer and two of his men and hanged them without a trial.

3. Using the case study method, ask the students to consider the following (appendix XII, Strategy No. 19):

______ vs. Henry Plummer

Facts: What was the accusation against Plummer?

According to the law governing the territories, was Plummer entitled to a fair trial?

Was Plummer given the opportunity to face and respond to his accusers?

What other "due process" procedures were denied Plummer?

What were the law enforcement problems in this territory at the time?

With great increases in population and property in mining towns and cattle towns why was preservation of law and order necessary?

Issue: In a time and place in history when for sometimes hundreds of miles there were no law enforcement officers or courts was it just for a westerner to make and enforce the laws in order to protect his property and sometimes his life?

Arguments: List arguments from the students in defense of a vigilante justice and arguments in defense of preserving the rights involved in "due process" whatever the conditions might be. List these arguments on each side of a "balance scale" as they come from the students and then ask them to weigh the arguments.

4. Ask students after their careful "weighing" of the arguments presented to reply to the question raised under, Issues, and give reasons for their answer. This can be an oral or written activity. Students could be asked to write letters to the vigilante committee expressing their opinion or be interviewed in "man on the street" interviews for their opinions.

5. Use the case study method to evaluate the case of Pointer vs. Texas (1965).

   As students list the facts for this case, be sure to call their attention to the times in history in which it took place as compared to that of the Plummer case.

   More complete accounts of the case can be found in Law in a New Land (Houghton Mifflin.)

Pointer vs. Texas

Bob Pointer was accused of robbing Kenneth Phillips, manager of a food store. Before the trial, Phillips met with the judge and gave evidence against Pointer. This was recorded in an official record. Pointer had no lawyer at the time, so Phillips was not cross-examined. Before the trial, Phillips moved to California. He did not appear at the trial, but the written record of his statement was read. Basing its verdict on this statement, the jury found Pointer guilty. The Supreme Court reviewed this case. Following the case study method ask the class to determine how they think the Supreme Court ruled in this case. (They ruled in favor of Pointer. Pointer's Sixth Amendment right to be confronted with the witnesses against him were denied.)

It would be helpful to have an attorney present to respond to questions concerning this case.

6. Relate this case to current rulings on "due process" or ask students to look for cases in the news that deal with "due process." Questions should be posed encouraging students to make value decisions concerning the current problem of protection of rights of the accused vs. maintaining law and order or the rights of those against whom the offense is committed. This activity could be continued by studying cases dealing with First Amendment freedoms. Again, Law in a New Land would be a source for the actual cases and the historical background.

IV. PROPERTY (Purposes)

GRADES 4-6 PAGE

4.1 To familiarize students with the basic types of property and forms of ownership. II-35

4.2 To create an awareness in students of the attitudes of people in other societies and in their own toward individual and group ownership of property. II-35

4.3 To stimulate students to recognize the rights and responsibilities of individual and group ownership. II-36

4.4 To enable students to identify and explain the role of the individual in the conservation of natural resources and the preservation of public property. II-38

4.5 To enable students to develop an awareness of the role of government in the protection of public resources. II-39

4.6 To enable students to develop an understanding of some of the limits of private and public ownership of property. II-40

GRADES 4-6 IV. PROPERTY

PURPOSE #1: TO FAMILIARIZE STUDENTS WITH THE BASIC TYPES OF PROPERTY AND FORMS OF OWNERSHIP.

Material: Butcher paper, magazines, colored chalk, felt tip pens and watercolors.

Procedure:

1. Use brainstorming strategy to have students identify examples of tangible property (bike, homes, pencils, etc.) and intangible property (names, ability to earn a living, such as vocational training; rights; use of public resources).

2. Provide pictures of as many of these examples of property as you are able to find. They may want to draw some of the intangible property with chalk or watercolor. Have students place pictures on butcher paper in the form of a mural or collage discussing with students the type of ownership of this property (individual, groups, or public) as they complete the mural or collage. Encourage students to discuss their rationale for placement.

* * * * * * *

PURPOSE #2: TO CREATE AN AWARENESS IN STUDENTS OF THE ATTITUDES OF PEOPLE IN OTHER SOCIETIES AND IN THEIR OWN TOWARD INDIVIDUAL AND GROUP OWNERSHIP OF PROPERTY.

Material: Student developed survey instrument, an example of a survey form, pamphlets or books describing ownership of land and means of production in societies to be studied, handouts of references to ownership of property included in this activity description.

Procedure:

1. Divide class into three groups. One group will design a survey. A second group will compare property ownership in other societies, and prepare listening activities for the rest of the class from this information. A third group will read or have read to them material provided in Appendix XI and make a list of the attitudes to property that they find expressed in this material from literature. All three groups will conduct survey.

2. To prepare group to design survey, discuss with them its purpose and show them examples of other surveys. In its design include attitudes of students, parents, and public officials.

3. Group Two will present its information to the class. Societies suggested might include Israel, Soviet Union, China, India, Great Britain, North American Indian tribe, medieval societies in Europe and Japan. As a class, list attitudes of these societies toward ownership of property. This should be done on butcher paper or on the board to be used later.

4. Upon completion of survey, on a separate sheet list attitudes expressed by the students.

5. Using the following as points of comparison, discuss the attitudes listed:

	Our Society	Other Society
Free use of property		
Ownership of ideas or property, such as songs, inventions, etc.		
Justice (distribution of wealth)		
Power (role of authority) in ownership of property		
Self importance as related to property ownership		
Efficienty of individual/group ownership of property		

6. Ask students to complete this statement in one or two paragraphs:

> Current student attitudes toward property both private and public might be a result of ________________. I agree/disagree with the opinions expressed in the survey by parents/public officials for the following reasons_____.

* * * * * *

PURPOSE #3: TO STIMULATE STUDENTS TO RECOGNIZE THE RIGHTS AND RESPONSIBILITIES OF INDIVIDUAL AND GROUP OWNERSHIP.

Material: The Hideout (film), and Sunshine Valley (filmstrip)

Procedure:

1. Ask students if they have ever had a clubhouse or hideout and have them tell how important it was to them.

GRADES 4-6 PROPERTY

Show film, The Hideout, and ask questions similar to these:

a. What examples of ownership did you see in this film?

b. What rights did these owners have?

c. What example of respect for ownership of property did you see in this film?

d. What example of the violation of ownership rights did you see?

e. Were there other ways in which the children could have obtained the materials they needed?

f. Write an ending to this film showing what you think these children should do.

g. To share with the class, students could cartoon or role play their endings.

2. Students view or discuss an example of damage to public property at school or in their community. Ask:

a. Who owns this property?

b. Who has the responsibility to care for this property?

c. What happens to you personally when this responsibility is neglected?

d. What happens to other members of your community when this responsibility is neglected?

3. Show the filmstrip, Sunshine Valley to frame 11:

a. Who do you think owned the land? Describe the type of ownership.

b. Why did the settlers want to own the land?

c. What might have solved this conflict?

Continue to frame 20.

d. Make a list of things whose ownership is shared by several people.

e. Make a list of things that you believe no one can own. Explain why you think no one can own them.

f. Did the people of Sunshine Valley have a right to sell their land?

g. Did they have a right to sell the air? Explain.

h. What could happen in your community that might compare to this story?

i. What responsibilities do the people of your community have?

* * * * * *

PURPOSE #4: TO ENABLE STUDENTS TO IDENTIFY AND EXPLAIN THE ROLE OF THE INDIVIDUAL IN THE CONSERVATION OF NATURAL RESOURCES AND THE PRESERVATION OF PUBLIC PROPERTY.

Material: Pictures of rivers, streams, trees, etc. from magazines, on slides or student photographs, Boomsville (film).

Procedure:

1. Provide a field trip for students to examine a polluted area in your community. This might be done in cooperation with a science class.

2. Read the following poem to students and ask them to express this poem visually using their own photographs, magazine pictures, slides: (poem "Once There Was a Stream," app. I, p. IV-2)

*Once there was a stream
Fresh and clear
Which flowed through field
And woods.
In this stream you could swim,
Fish,
Even drink the water.
As time passed, the stream began to fill with plastic bags,
Bottles and cans,
Dirt, debris, and all sorts of waste.
As the water became polluted, the fish slowly died out
No longer can you swim,
No longer can you fish.
No longer can you drink the water.
Yes, once there was a stream, fresh and clear.

3. Have students present their visual aids to the rest of the class. This could also be used for a PTA meeting or school assmebly. Follow with questions similar to these:

*From "Once There Was A Stream" by Joel Rothman

   a. How did you feel when you looked at these pictures?

   b. Do you have a stream or lake near you that you enjoy?

   c. What should you do to be able to continue to enjoy it?

   d. Write a letter to the editor of your newspaper encouraging others to recognize their responsibility.

4. Establish different moods by using music such as Grieg's concerto. Music teacher might suggest other music for students to use.

5. Ask students to write a different ending for the poem or to write another poem of a more positive nature.

6. Show the film, Boomsville. (Teacher preview prior to showing and design discussion questions to relate to similar local problems).

7. Have students design a plan listing steps for the class to follow to help solve local pollution problems. Have students write laws, plan and enact an anti-pollution campaign.

* * * * * * *

PURPOSE #5: TO ENABLE STUDENTS TO DEVELOP AN AWARENESS OF THE ROLE OF GOVERNMENT IN THE PROTECTION OF PUBLIC RESOURCES.

Material: Filmstrip, Sunshine Valley, from the Foundation of Justice Series, student slides or pictures of a national park or pictures prepared for the previous activity, filmstrip, Flowers, Highways, and You.

Procedure:

1. In our previous activity we tried to find solutions to the pollution problems within the community. Ask students:

   a. What problems arose as we tried to solve these?

   b. When individuals fail to accept these responsibilities, what authority must some time take this responsibility of protecting public property?

2. Show slides or pictures of a state or national park and ask what might happen if this property were privately owned. How could this affect the use of the land? Why is the conservation of our resources necessary? (Spaceship earth concept might be enlarged upon at this point if needed.)

3. Show filmstrip, Flowers, Highways, and You. Upon completion of frame 41 ask students to express their views in this range of positions activity:

   a. Place around the room on the board or on walls three position statements:

      (1) Urban development is vital to economic growth and should be allowed without restraint.

      (2) Urban development is vital to economic growth, but but it must be controlled to preserve resources even though it may be costly to a city to do so.

      (3) Preservation of resources must at all times come before development no matter what the economic needs of the city might be.

   b. Ask students to go to the position that they are in agreement with and give reasons for taking that position. This can be done orally or in writing.

   c. Finish the filmstrip. Ask students if any have changed their position. If they have, ask them to go to the position they are now in agreement with and give their reasons for changing.

   d. Sunshine Valley can also be used for this activity. You will want to change the wording of the position to fit the situation in the filmstrip.

   e. Invite city officials to explain what is being done in city planning in your community. Ask about zoning and building code as well as other regulations regarding how land will be used. This could also be done at the state level.

* * * * * *

PURPOSE #6: TO ENABLE STUDENTS TO DEVELOP AN UNDERSTANDING OF SOME OF THE LIMITS OF PRIVATE AND PUBLIC OWNERSHIP OF PROPERTY.

Material: Handout of the Bufano case, clay or other sculpting material, pictures from magazines of Bufano's work. You may want to substitute a local eminant domain case. If so prepare a summary of the facts. Case study form (app. IX). Arrange to have an attorney present to explain the legal issues and supply him with a copy of the case in advance of the activity, (app. XII, Strategy #19).

GRADES 4-6 PROPERTY

Procedure:

1. Tell students about Bufano's work:

   Benny Bufano is today San Francisco's beloved artist-in-residence whose captivating toylike sculptures grace the playgrounds, parks, parking lots, and plazas of the city. In the courtyard of Golden Gate Park, you can watch children stand in line to clamor onto his inviting animals. Much of his work consists of various sizes of animals done with an absence of fine detail and a strong empahsis on smooth, rounded lines. The simplicity and warmth of his work makes him a fascinating artist to study, particularly for young children. They are enamored of his work, which incidentally lends itself beautifully to art projects for their grade level.

   An example of his popularity with children is the story of how earlier in his career educators felt his style to be a poor example for children and avoided displaying it. The desire of elementary school students in a school in California for a Bufano piece prompted them to hold a money raising project and purchase one on their own.

2. This style lends itself well as a model for elementary students to reproduce. Have students create own sculpture in clay. Sculpting their own pieces prior to the use of this case will add a dimension to study of this case.

3. Distribute copies of the Bufano vs. City and County of San Francisco case. Have students brief the case using procedure described in other section of this guide. (Justice).

4. If there is an attorney present ask him to explain the meaning of adverse possession and its application in this case. Have students reach a decision. Read the actual decision to the students.

5. For younger students you may want to use a case of eminant domain. Choose a local case or simulate and role play a case and use method described above.

Bufano vs. The City and County of San Francisco

Beniamino Bufano, an artist of world-wide reputation created two pieces of sculpture, one a silver-gray granite female torso weighing about a ton (which we will call "Torso") and the other an eight and one half ton black California granite bear (which we will call "bear"). Bufano had completed both Torso and Bear by the early 1930's. By 1965, the statues each were valued at $30,000. - $45,000.

GRADES 4-6 PROPERTY

From 1937 to 1941, Bufano worked as a sculptor and supervising instructor in a studio in San Francisco with a federal project known as the Works Progress Administration (WPA). By 1941, Bufano and his co-workers had completed 13 works for the project; these works were placed in various public locations throughout San Francisco. During this period, Bufano and other members of the project were also using the studio, with WPA permission, for private pursuits. Torso and Bear were stored in this studio. For various reasons, Bufano left the San Francisco studio in 1941 and worked elsewhere for a while. In 1942, the WPA was disbanded. At this time, it turned over all of the items contained in the studio to the city of San Francisco, including Torso and Bear. Until 1961, the city exercised control over the two sculptures, exhibiting them from time to time and when not exhibiting them, keeping them at one of the city's storage yards. At various times, they were moved from the yard to another. Presumably, Bufano knew of at least some of these actions as he was a member of the City's Art Commission during part of the period 1941-61. When Torso was exhibited at the San Francisco Civic Center in 1944, there was a sign at the exhibit which read "These granite sculptures are the property of the City and County of San Francisco..."

According to Bufano, it was not until 1961 that he first realized that the city was claiming ownership of Torso and Bear. He claimed that the pieces were simply on loan to the city, noting that it is not uncommon for works of art to be placed on loan for fifty years or more.

When the city refused to release the sculptures to Bufano, he brought suit.

Decision:

At the trial level, Bufano won the jury's verdict and was awarded $50,000. The judge entered a judgment for the City and County of San Francisco. It was appealed and the Court of Appeals reversed the judge's verdict and upheld that of the jury.

The city argued adverse possession, but the Court of Appeals said that there was not enough evidence that all the elements of a case of adverse possession were present.

(Summary of case reprinted by permission of Law in a Free Society)

V. LIBERTY (Purposes)

GRADES 4-6		PAGE
5.1	To provide an opportunity for students to experience the delicate balance between freedom and responsibility.	II-44
5.2	To encourage students to develop respect for the rights of others as they exercise their own rights.	II-45
5.3	To help students develop an understanding that in a democratic society, laws of a group reflect the values of the group members and result from the need to protect the rights of the individuals in that society.	II-47
5.4	To provide an opportunity for the students to study the Declaration of Independence in its historical context as they examine how the values expressed in this document became the basis of the resulting new form of government.	II-49
5.5	To familiarize students with the freedoms guaranteed by the Constitution and the Bill of Rights.	II-50
5.6	To familiarize students with Supreme Court decisions dealing with freedoms guaranteed by the Bill of Rights.	II-51
5.7	To promote an understanding of how the Constitution has grown as our nation has grown through its interpretation by the Supreme Court.	II-53
5.8	To provide a learning experience in which students deal with the problems of rights in conflict between the individual and society as they consider the scope and limits of freedom.	II-53

GRADES 4-6 V. LIBERTY

PURPOSE #1: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO EXPERIENCE THE DELICATE BALANCE BETWEEN FREEDOM AND RESPONSIBILITY.

Material: Freedom - What's It All About, "Freedom and Responsibility" (filmstrip). Handout for role play, freedom and responsibility chart, and poetry patterns.

Procedure:

1. Show filmstrip, Freedom and Responsibility, to frame 30. Ask students to think about what "taking care" of their freedom means.
2. Using a similar chart, ask students to list freedoms they have at home, at school, and in their community that might have the same fate as the "pink bird" if not "cared for."

Freedom or Right	Responsibility Accompanying Each Freedom
to attend school	
freedom of speech	
owning a bicycle...	

3. Divide class into groups and ask them to role play these scenes showing how people deal with responsibility;

Mother: You have the freedom to spend your allowance as you choose but when it is spent do not ask for more money until it is time for your next allowance payment.

Jennifer: I really want to buy this shirt with our school name on it but I did not save enough of my allowance.

Teacher: During this period you are free to choose your own activity and work independently or with another student.

Tom: Mary, you are talking so loudly with your partner that I cannot concentrate on my activity.

Mother: You may budget your time as you like this weekend, as long as you finish your homework and clean your room.

GRADES 4-6 LIBERTY

Catherine: I have a chance to go to a movie I have been wanting to see, but I have not finished my room. If I go, there will not be time to get all my work finished.

Additional scenes can be developed from the following:

a. a fight on the playground
b. observing someone destroying property
c. witnessing someone stealing

4. Debrief the role play activity with the following open ended questions:

   a. What kind of freedom was involved in each scene?

   b. What conflict developed in each scene?

   c. What might happen if the person in these scenes does not decide to act in a responsible way?

   d. What might be some rewards if the person choses to act in a responsible way?

   e. How might responsible action in each of these scenes protect the particular freedom involved?

5. To stimulate students to creatively express their feelings about freedom and responsiblity, introduce them to the cinquain and have them compose as a class or individually.

   Line 1 - one word (the title)
   Line 2 - two words (describing)
   Line 3 - three words (actions)
   Line 4 - four words (feelings)
   Line 5 - one word (refer back to title or rename)

   (For example see app. XIV)

* * * * * *

PURPOSE #2: TO ENCOURAGE STUDENTS TO DEVELOP RESPECT FOR THE RIGHTS OF OTHERS AS THEY EXERCISE THEIR OWN RIGHTS.

Material: Noisy Nancy Norris, a filmstrip, Handout for continuum and other activities accompanying this filmstrip.

Procedure:

1. Identify the extremes of exercising the freedom of speech using the continuum strategy.

X

Silent Sara	Noisy Nancy
A child who doesn't play, sing, talk, or make noise of any kind	A child who screams, runs, pounds, sings loudly and can't stop making noise

Students place themselves somewhere on the line between these two extremes, as to what kind of person they are. Then as to what kind of person they would like to have in the classroom. This can be done on paper as shown here or a line made on the floor with masking tape or chalk.

Students should explain why they placed themselves at that particular point on the line.

2. After telling the Aesop fable, The Boy Who Cried Wolf, have the students discuss the following questions:

   a. Does the Boy have the right to do this under the right of freedom of speech? Why or why not?

   b. Can you think of a current day situation in your home, school or community when a similar situation has or could occur?

   c. Write a "fable" paralleling The Boy Who Called Wolf from one of these current day situations.

3. Show filmstrip, Noisy Nancy Norris, suggested stops and questions:

   After frame 14 - What are Nancy's rights? Why does Nancy do what she does? Do you think this noise bothers Nancy's friends?

   After frame 32 - What are Mrs. Muffle's rights? (placed on a "scale of justice" weighed against Nancy's rights).

   After frame 52 - Do you think this is fair for Nancy? Why? or Why not?

   Finish filmstrip - Has Nancy abused her right to free speech? What are her limits?

4. Ask the students to use their imaginations and respond in writing to the following: What if there were no limits to our freedom of speech?

   Continue this activity by using other freedoms as time permits.

* * * * * * *

GRADES 4-6 LIBERTY

PURPOSE #3: TO HELP STUDENTS DEVELOP AN UNDERSTANDING THAT IN A DEMOCRATIC SOCIETY, LAWS OF A GROUP REFLECT THE VALUES OF THE GROUP MEMBERS AND RESULT FROM THE NEED TO PROTECT THE RIGHTS OF THE INDIVIDUALS IN THAT SOCIETY.

Material: Why We Have Laws (film, Learning Corporation of America), handout of lesson plan for the use of this film, newsprint or butcher paper, felt tip pens.

Procedure:

1. Begin film, Why We Have Laws, and show two rules made by the king. Ask:

    a. What kind of laws or rules did the king make?

    b. Who wanted these laws?

    c. Whose rights were protected?

    d. How do you think the people who lived in the kingdom felt about his laws?

    e. What do you think you would do if you lived there? Why?

    f. Does this kingdom have a democratic society? How do you know?

    Continue film until Shiver, Gobble and Snore decide they need some laws. Ask:

    a. What did Shiver like to do?
    b. What did Gobble like to do?
    c. What did Snore like to do?

2. Divide class into three groups by numbering. Give each group an instruction sheet and a large piece of newsprint or butcher paper. Allow each group 10-15 minutes to make up a list of laws they will want in the new society. Bring groups back together and discuss the laws of each group.

    Ask students:

    a. Did you find any one set of laws that you wish to adopt as they are?

    b. How could a set of laws be designed that would be satisfactory for all three groups.

    c. Write a composite set of laws allowing each group one vote in the final adoption of the laws.

GRADES 4-6 LIBERTY

Instruction Sheets

Group I - You are Snore. You, Shiver, and Gobble have decided you need laws for your society. In a few minutes you will have a meeting to decide on the laws which will govern your group. Your job is to make a list of laws which you want to protect your rights in this society.

Group II - You are Shiver. You, Snore, and Gobble have decided you need some laws for your society. In a few minutes you will have a meeting to decide on the laws which will govern your group. Your job is to make a list of the laws you want to protect your rights in this society.

Group III - You are Gobble. You, Snore and Shiver have decided you need some laws for your society. In a few minutes you will have a meeting to decide on the laws that will govern your group. Your job is to make a list of the laws you want to protect your rights in this society.

3. Complete the films. Ask:

   a. Do you think Shiver, Gobble and Snore needed laws? Why?

   b. Was the society you created a democratic one? How do you know?

   c. Do we need laws? Why?

   d. Are the laws in our society good for most of the people or just a few? Give examples.

   e. Is ours a democratic society? Explain.

4. Use the continuum to help students identify the kind of classroom atmosphere that is most desirable for a successful learning experience.

X

rigid, arbitrarily made rules	no rules at all

Ask students to take and explain a position. As they do so remind them of their experiences in the new society of Snore, Shiver and Gobble.

5. Have students brainstorm rights they want to see protected by the classroom rules which they develop. Encourage first thought statements and discourage criticism of the statements at this time.

6. Follow a procedure similar to that used with the film as students list, discuss and vote on a set of classroom rules. These might be displayed in the classroom.

   The maturity level of the class might warrant a discussion of the limitations of this "lawmaking body."

* * * * * *

PURPOSE #4: TO PROVIDE AN OPPORTUNITY FOR THE STUDENTS TO STUDY THE DECLARATION OF INDEPENDENCE IN ITS HISTORICAL CONTEXT AS THEY EXAMINE HOW THE VALUES EXPRESSED IN THIS DOCUMENT BECAME THE BASIS OF THE RESULTING NEW FORM OF GOVERNMENT.

Material: Law in a New Land (Houghton Mifflin) or a copy of the Declaration of Independence, and a large sheet of newsprint or butcher paper.

Procedure:

1. Use this form to emphasize that values influence laws.

   A value that I think is important is ____________________.

   I, ____________________ am writing a law that says _____

   ____

   A value our government thinks is important is __________.

   They have written a law that states ____________________

   ____.

   A value that my family thinks is important is __________.

   We have a rule that states ________________________.

2. Use the following to simulate a classroom situation which is similar to that of the colonies.

   a. Do not allow criticism of a classroom rule.

   b. Indiscriminately change classroom rules without consulting the lawmaking body.

   c. A tax of one portion of everything students bring to class must be paid to the teacher.

Enlist student suggestions on enlarging on this simulation as they study the events that led to the Declaration of Independence.

3. Discuss with the students what could be done to change this situation as you lead them to the writing of a list of grievances. Ignore the list of grievances.

   Have students participate in various kinds of writing activities in which they express their feelings about these grievances being ignored (letters to relatives, diaries, news stories or headlines).

4. Discuss the following relative to the simulation:

   a. What is tyranny?

   b. What frustrations did you feel?

   c. If the simulation were a real situation, what might have happened?

   d. What did happen when a similar situation existed in the colonies?

   e. Divide the class into five groups and ask them to restate what the Declaration of Independence states about the following:

      (1) What the colonists believed about men's rights,

      (2) What they believed about government,

      (3) What they believed about changing their government,

      (4) The wrongs done to the colonists by the king,

      (5) The decision of the colonists to form a new government.

5. Students compare the values expressed in the Declaration of Independence with those expressed in their own simulation.

* * * * * * *

PURPOSE #5: TO FAMILIARIZE STUDENTS WITH THE FREEDOMS GUARANTEED BY THE CONSTITUTION AND THE BILL OF RIGHTS.

Material: Law in a New Land (Houghton Mifflin), Law and Justice in the U.S., The basis of Liberty (filmstrip), About the Bill of Rights (Scriptographic Booklet or a copy of the Constitution).

GRADES 4-6 LIBERTY

Procedure:

1. Discuss the following, relative to the previous simulation:
    a. What might people be concerned about as they give power to a new government?
    b. For what freedoms do you think they might want a guarantee that they would not lose?
    c. Make a list of these guarantees.
2. Show filmstrip The Basis of Liberty from the Law and Justice in the U.S. series.
3. Have students form 10 committees. Assign each committee one of the Bill of Rights to read, summarize and reword. These should be listed on a large piece of butcher paper or on the board as each committee finishes. Students then compile individual booklets of these summaries.
4. As an art activity, students contribute to a collage which shows these freedoms, or draw cartoons or symbols depicting each of these amendments in their booklets.
5. Play a game similar to Jeopardy, designed by the students in which a numbered game board is used and students draw and identify the corresponding symbols or descriptions of amendments.

* * * * * *

PURPOSE #6: TO FAMILIARIZE STUDENTS WITH SUPREME COURT DECISIONS DEALING WITH FREEDOMS GUARANTEED BY THE BILL OF RIGHTS.

Material: Case brief handout (app.IX), Summary of the facts of the case of West Virginia vs. Barnette and Kovacs vs. Cooper , (Law in a New Land), or copies of Law in a New Land. Suggested additional preparation would be to invite an attorney to act as a resource person as the students brief these cases.

Procedure:

1. Present the case of West Virginia vs. Barnette to the class. Discuss this case using the Case Study Method:

Case Brief

__________ vs __________

Facts

Issue

Arguments

Decision

2. Ask students to list the significant facts of the case. This can be done at first as a group. As you use this method in other activities you will want students to consider these points on their own.

3. What legal issue or issues are involved in this case? If possible, have an attorney available to answer legal questions or offer explanations as students grapple with the issues of a case.

4. Have students present arguments for each side involved in the conflict. A large scale of justice used to "weigh" these arguments as they are presented is a useful visual.

5. Ask students to carefully weigh the arguments presented and reach a decision. When a decision has been reached as a group, have students present a majority opinion (reasons for the decision of the majority) and a minority opinion (reasons for the other opinions).

6. Present to the students the actual decision of the Supreme Court. Ask the students to compare this with the decision reached by the class.

7. Follow this same procedure for the case of Kovacs vs. Cooper.

8. As the students consider the Supreme Court decisions in these two cases ask the following:

    a. Why do you think the Court ruled in favor of the religious group's first amendment freedom?

    b. Why do you think the Court ruled against Kovacs' freedom to speak on the street corner?

    c. What do you think about each of these decisions?

* * * * * *

PURPOSE #7: TO PROMOTE AN UNDERSTANDING OF HOW THE CONSTITUTION HAS GROWN AS OUR NATION HAS GROWN THROUGH ITS INTERPRETATION BY THE SUPREME COURT.

Material: Case Brief handout, Law in a New Land or a copy of the facts of the case of Pointer vs. Texas.

Procedure:

1. Present background for this case by encouraging students to research vigilante justice in the wild west.
2. Present the case of Pointer vs. Texas using the case study method.
3. Initiate discussion of the importance of this case by asking how the decision of the court in this case "enlarged" the rights of the accused beyond the actual wording of the sixth amendment. (The right not only to confront witnesses but also the right to cross-examine).
4. To illustrate how this process continues today, use an example of a recent or current case. Again, the help of an attorney as this case is being studied would be desirable.

* * * * * *

PURPOSE #8: TO PROVIDE A LEARNING EXPERIENCE IN WHICH STUDENTS DEAL WITH THE PROBLEMS OF RIGHTS IN CONFLICT BETWEEN THE INDIVIDUAL AND SOCIETY AS THEY CONSIDER THE SCOPE AND LIMITS OF FREEDOM.

Material: Twice the Price (Foundations of Justice, a filmstrip), copy of the facts of the Kovacs vs. Cooper case, (Law in a New Land) Case brief handout, (app. IX).

Procedure:

1. Show the filmstrip, Twice the Price, stop at frame 6 and ask:
    a. What could the students have done about the increase in milk prices?
    b. What would you have done?

    Continue through frame 12 and ask:

    a. What was meant by boycott?
    b. Do you think this is an effective way to protest?

c. What might have happened if the students had boycotted the cafeteria?

Continue through frame 17 and ask:

a. What would happen if people were allowed to break rules they thought were unfair?

Continue through frame 19 and ask:

a. Why do you think there was a rule about the printing and passing out of fliers?

b. Why did Tommy and Paul break the rule?

c. Why do you think Paul refused to pass out the fliers?

d. What is meant by freedom of expression?

e. Do you think anyone else's freedoms are also involved in this conflict?

Continue through frame 33 and ask:

a. What would happen if people broke rules any time they felt they were unfair?

b. What do you think about the prosecuting attorney's argument?

c. How does it compare with your own argument for this side of the conflict?

d. Is order in a classroom a valid reason for having a rule?

e. What rights are in conflict here?

Continue through frame 38 and ask:

a. What do you think of the defense attorney's argument?

b. How did it compare with your own argument for this side of the case?

c. Suppose the rule about fliers is found to be unfair, should the boys be punished for breaking it? Suppose it is found to be fair, should they be punished? Explain your reasoning.

Finish the filmstrip and ask the students to consider and reach a decision. Ask them to explain the reasons they decided the way they did.

SECTION 7-8

OVERVIEW

I. EQUALITY

Students view film and filmstrips, participate in brainstorming and other discussion strategies, conduct research, use case study method, art activities, community resources, administer a survey, and examine their own attitudes to reach a deeper understanding of the worth and dignity of the individual and the need to ensure equal opportunity for all.

II. POWER

Students make use of community resources, research discussion strategies, role play, case study, opinion polls, cartooning and other art acitvities, and law making activities in this unit to better understand sources and responsibilities of authority.

III. JUSTICE

In this unit students experience real or simulated situations, use the case study method, brainstorming and open-ended questioning strategies and research to develop a better understanding of the justice system.

IV. PROPERTY

In this unit students research, role play, debate, and use case study methods to better understand concepts dealing with ownership and use of property.

V. LIBERTY

Case study, brainstorming, role play, art and writing activities, films,filmstrips, media, gaming, research activities, the continuum, and resource people are utilized in this unit to develop a deeper appreciation for the constitutional freedoms and the responsibilities accompanying these freedoms.

These concepts jointly evaluated and reviewed by the following persons:

Dorothy Terry
Jane Benson
Geneva Hudson
Rita Geiger

I. EQUALITY (Purposes)

GRADES 7-8 PAGE

1.1 To enable students to recognize that an individual has worth and dignity and should be insured equal opportunity to life, liberty and happiness. III-2

1.2 To encourage students to examine the values of their community with respect for the rights of all citizens and identify forms of discrimination within the community and the nation and discuss ways to end them. III-2

1.3 To stimulate students to examine the struggle within our nation to guarantee freedom, equal rights and equal opportunities to minority groups through the study of constitutional amendments, interpretations by the Supreme Court and more recent legislation. III-4

GRADES 7-8 I. EQUALITY

PURPOSE #1: TO ENABLE STUDENTS TO RECOGNIZE THAT AN INDIVIDUAL HAS WORTH AND DIGNITY AND SHOULD BE INSURED EQUAL OPPORTUNITY TO LIFE, LIBERTY AND HAPPINESS.

Material: Bill of Rights, Newspaper, Feiner vs. New York (film) New York vs. Sullivan, West Virginia vs. Barnette, Rochin vs. California.

Procedure:

1. Brainstorm the characteristics that all human beings share in common, e.g., the need for love.
2. Classify under Dependency/Responsibility. List those items which we must depend on others to provide for us as well as our responsibility to others.
3. Vocabulary:

empathy	individual worth
egocentrism	dignity
ethnocentrism	equal opportunity
stereotyping	pursue

4. Study Bill of Rights
   a. Make a list of the protected rights.
   b. Rank them in the order of importance on a scale from 1-10.
   c. Discuss the benefits derived from each.
5. Study selected court cases that redefined the Bill of Rights. Listed in materials.
6. Collages - make collages using male, female, youth, adult, aged, different ethnic groups etc. to show the similarity of their needs.
7. Draw conclusions: use newspaper articles to identify instances of denying/insuring individual worth and dignity.

* * * * * *

PURPOSE #2: TO ENCOURAGE STUDENTS TO EXAMINE THE VALUES OF THEIR COMMUNITY WITH RESPECT FOR THE RIGHTS OF ALL CITIZENS AND IDENTIFY FORMS OF DISCRIMINATION WITHIN THE COMMUNITY AND THE NATION AND DISCUSS WAYS TO END THEM.

Material: Community resources, newspapers, Black History in Oklahoma by Ray M. Teall

GRADES 7-8 EQUALITY

Procedure:

1. Brainstorm "different" individuals: sex, age, ethnic, religion, etc.

2. Vocabulary:

   segregation
   discrimination
   ethnic group
   liberal
   ostracize
   biased
   integration

3. Examine personal attitudes by responding to the following questions:

   a. Have you ever had a guest of another race or ethnic group

      (1) to dinner?

      (2) spend the night?

      (3) attend your church?

      (4) as a friend?

   b. Are you comfortable with

      (1) old people?

      (2) other races or ethnic groups?

      (3) the opposite sex?

   c. Would you rather that your teacher was

      (1) young ?

      (2) old?

      (3) male?

      (4) female?

      (5) your own race?

      (6) another race?

   d. Have you ever been discriminated against because of

      (1) race or ethnic group?

      (2) age?

      (3) sex?

      (4) religion?

   e. How did you feel

      (1) Happy ?

      (2) Sad ?

      (3) Unworthy?

      (4) Angry?

4. Guest Speakers

    a. Human Relations Council
    b. Civic Clubs
    c. Bar Association
    d. Church officials

    Address:

    (1) Past situations that have been overcome -- such as housing, employment, justice, etc.

    (2) Discuss policy, criteria and other factors that affect the equal rights for all citizens.

    (3) Identify areas of discrimination that require correction and what is being done presently to resolve the situation.

5. Interview:

    a. City officials
    b. School administrators
    c. Teachers
    d. Law enforcement personnel
    e. Select members of the affected domain: aged, ethnics, etc.

6. Panel: Identify discrimination in school policy, organizations. Discuss problems and those who are affected or responsible.

7. Formulate policy for addressing the problems.

* * * * * *

PURPOSE #3: TO STIMULATE STUDENTS TO EXAMINE THE STRUGGLE WITHIN OUR NATION TO GUARANTEE FREEDOM, EQUAL RIGHTS AND EQUAL OPPORTUNITIES TO MINORITY GROUPS THROUGH THE STUDY OF CONSTITUTIONAL AMENDMENTS, INTERPRETATIONS BY THE SUPREME COURT AND MORE RECENT LEGISLATION.

Material: Newspapers, TV, Radio, Constitutional Amendments 13, 14, 15, Supreme Court decisions: Supreme Court and Contemporary Issues, Starr. Heart of Atlanta Motel vs. United States (1964), Shelly vs. Kraemer (1948), Lombard vs. Louisiana (1963), De Feinis vs. Odegaard, Weeks vs. Southern Bell Telephone, Lau vs. Nichols (1974)

Films - (1) History of the American Negro in America, Part III: Freedom Movement 1877 - Today

5. (2) The Color of Justice, (3) Separate But Equal, (4) Equality Under Law: The California Fair-Housing Case, Our Living Bill of Rights Series, (5) DeFacto Segregation, The Bill of Rights in Action Series, (6) Equality: A Question of Discrimination, Law-Focused Audio-Visual Series, Law in American Society Foundation.

Procedure:

1. Students conduct constitutional research of Amendments 13, 14, 15 and Civil Rights Act 1964.

2. Use case study method (app. XII) to weigh and evaluate the facts of the above court cases. Students reach own decisions, give reasons and compare.

3. Ask students to keep a journal of discrimination observed in news reports and TV programs.

4. Students conduct a survey of own community for comparison of employment available and pay scale for men and women of comparable skill/education. (Could also include race, ethnic background and age.)

5. Films listed above (not available from Law Focused Center) may be substituted with activities focusing students' attention on instances of discrimination. Case studies are given in Civil Liberties. Or, supply hypothetical cases of job discrimination because of age, sex, race, religion, or ethnic background:

   -in housing because of age, number of children, race, or ethnic background

   -to equal education because of sex, religion, race, or ethnic background

In preparing these hypothetical cases, date them before and after the Civil Rights Act of 1964.

   Example of cases:

   a. Students may use the University of California vs. Allan Bakke.

   b. Bohanon vs. Oklahoma City Public School System (Judge Luther Bohanon) reference to Cluster Plan and Finger Plan.

6. Invite resource people to give the pro's and con's of the Equal Rights Amendment. Present as a debate, panel discussion.

7. Interviews/Guest Speakers (app. XII, Strategy No. 25)

    a. Housing Authority, Director
    b. Employment (U.S.), Director
    c. School Superintendent/Board Members
    d. HEW public relations person in your area
    e. HUD public relations person in your area.

The emphasis of question should be on what is being done in each of these areas to ensure implementation of Supreme Court decisions and Congressional mandates.

II. POWER (Purposes)

GRADES 7-8		PAGE
2.1	To enable students to distinguish the exercise of power without authority and the exercise of power with authority.	III-8
2.2	To stimulate the recognition and understanding of the source of police power in a democratic society.	III-9
2.3	To create an atmosphere in which students assume the roles of people in authority and struggle with problems that arise for people in these positions, emphasizing in particular, the legitimate use of authority by law enforcement officers.	III-10
2.4	To simulate a situation in which students propose laws that might help solve local or national problems dealing with authority issues.	III-11
2.5	To provide a stimulus for students to describe ways in which other societies or nations make changes in their governments as compared to our process.	III-11

II. POWER

PURPOSE #1: TO ENABLE STUDENTS TO DISTINGUISH THE EXERCISE OF POWER WITHOUT AUTHORITY AND THE EXERCISE OF POWER WITH AUTHORITY.

Material: Newspapers, TV newscasts, library (school or local) local court house if at all possible, police officer, resource person.

Procedure:

1. Divide class into two groups (one group shows authority with power, the other illustrates authority without power).

2. Students should watch newscasts (TV) and use the newspaper and bring news articles that demonstrate "police power with authority."

   a. Students in group one make up their own news broadcasts showing "police power with authority" and present it to class.

   b. Have group two do research in the library (or bring information to class) on organized crime.

   Suggested topics:
   (1) Al Capone
   (2) St. Valentine's Day Massacre
   (3) Syndicates
   (4) Chicago in the 20's

Group two in its presentation to the class might also want to mention (in their portrayal of authority without power) the movies West Side Story--when the Jets and Sharks take the law into their own hands, and The Godfather.

3. Each group may choose the manner they desire in presenting their information to the class.

4. Have a police officer present and participate in the evaluation of these activities.

5. Students role play the following situation: Confrontation between two students. One tells the other to leave the hall and uses force (group 2). The principal tells the student to leave the hall (group 1). In your discussion after the role play:

   a. Show how the above activities have shown power with vs. power without authority.

   b. Have the students offer solutions to the power without authority, and measures to insure power with authority

c. Give suggestions of ways to recognize true vs. false authority.

6. If possible, take your class to the local court house so they can observe power with authority as present in the courts.

* * * * * *

PURPOSE #2: TO STIMULATE THE RECOGNITION AND UNDERSTANDING OF THE SOURCE OF POLICE POWER IN A DEMOCRATIC SOCIETY

Material: Police Department, Under Arrest (film), You're Under Arrest (police training film), Police Manual, Buckle Game (app. XVII).

Procedure:

1. Come into class, sit, then walk around room not saying a word, or play Buckle Game (app. XVII). Debrief by discussing:
    a. Why we need laws in class.
    b. Why we need to have directions and limits.
    c. Why we look to someone in authority like a teacher or police to enforce rules or laws.
2. View films. Use question guide accompanying film.
3. Have police guest speaker stay and answer questions--and discuss his role as a policeman in society and the source of his authority.
4. Have students go through police manual and find and discuss the source of their authority.
5. Use the police department as a field experience for your class and talk with different types of police officers (example: detectives, undercover agents, traffic patrol) and observe the different roles of different types of officers.
6. Discuss why we need police. List different reasons on the board. Each student should then illustrate to the class what reason is most important to him. They may illustrate "why we need police" and present it to the class through a collage, cartoon, picture, or role play.

* * * * * *

GRADES 7-8 POWER

PURPOSE #3: TO CREATE AN ATMOSPHERE IN WHICH STUDENTS ASSUME THE ROLES OF PEOPLE IN AUTHORITY AND STRUGGLE WITH PROBLEMS THAT ARISE FOR PEOPLE IN THESE POSITIONS, EMPHASIZING IN PARTICULAR, THE LEGITIMATE USE OF AUTHORITY BY LAW ENFORCEMENT OFFICERS.

Material:

1. Your Rights and Responsibilities as An American Citizen, by Charles Quigley
2. Great Cases of the Supreme Court.
3. Supreme Court Cases.
4. Local police manual.
5. A judge as a guest speaker.
6. Attitude Survey Toward Police (app. XXIII).
7. Police Patrol, a simulation game.

Procedures:

1. Conduct Attitude Survey (app. XXIII).
2. Have one group of students present positive information about different roles of policemen in your own community. It would be best to portray this through:

    a. Visual cartoon strip
    b. Regular visual original pictures.
    c. Collage.
    d. Role play.

Then have them share information with the class.

3. Play Police Patrol (see bibliography) or prepare situations in which students assume the role of policemen and citizens in instances involving such things as: family disputes, curfew violations, traffic violations, public nuisance, etc. Invite a police officer to be present during simulation and debriefing

4. Have one group illustrate the case studies involving no-knock entry, and police authority found in Your Rights and Responsibilities book (see material listed above). Let the students select pertinent cases and role play them.

5. Have one group conduct a panel discussion or use inner outer circle (app. XII) as the Supreme Court cases regarding search and seizure from the 1761 "Writs of Assistance Case" to the 1968 case of Terry vs. Ohio. (These are found in the Great Cases of the Supreme Court book (see above material).

6. If possible, have a judge come and speak to the class in regard to feelings today of law enforcement and authority given to officers by the court. (app. XII, Strategy No. 25)

PURPOSE #4: TO SIMULATE A SITUATION IN WHICH STUDENTS PROPOSE LAWS THAT MIGHT HELP SOLVE LOCAL OR NATIONAL PROBLEMS DEALING WITH AUTHORITY ISSUES.

Material: School rules, local city ordinances, "No Vehicles in the Park" game, (app. XVIII).

Procedure:

1. Play "No Vehicles in the Park" game (see app. XVIII).

2. Hold a mock session of Congress so that students may see the difficulty in passing legislation.

3. Have students research city ordinances and if possible interview the city councilmen and discuss how and why ordinances are passed.

4. Have students make some new rules or change old rules for the school, giving reasons for each rule.

* * * * * *

PURPOSE #5: TO PROVIDE A STIMULUS FOR STUDENTS TO DESCRIBE WAYS IN WHICH OTHER SOCIETIES OR NATIONS MAKE CHANGES IN THEIR GOVERNMENTS AS COMPARED TO OUR PROCESS.

Material: Library, city and school, current magazines, TV news, newspapers, opinion poll (app. XXII).

Procedure:

1. Brainstorm - have students list on the board what they think of when they hear the words communism, socialism, and republic.

2. Have students research Communism, Socialism, and Republic.

   a. Have them compare and contrast these forms of government.
   b. Have them discuss what our daily life would be like under these forms of government.
   c. Have students bring individual notes to discuss the aspects of each of these systems.

3. Study governments of Chile, Cuba, Uganda.

   a. Compare these after research is completed.

   b. Pick similarities of overthrows of government.

108

c. Have students bring reports of government overthrows and discuss each one.

d. Role play people from each of these countries--do news interviewing each type of person.

e. Students conduct panel discussion contrasting reactions of the government of the country they represent. Contrast also with how a change of government is accomplished in the U. S.

4. Conduct Opinion Poll (app. XXII) or a student designed poll seeking student attitudes toward authority.

III. JUSTICE (Purposes)

GRADES 7-8	PAGE
3.1 To provide an opportunity for students to discuss both strengths and weaknesses of the court system in providing equal justice for all and to identify factors that cause these weaknesses and recommend solutions.	III-14
3.2 To enable students to identify "due process" as a constitutional right. Students will demonstrate an understanding of "due process" as a result of case study.	III-15
3.3 To develop within students the ability to distinguish between civil and criminal cases.	III-15
3.4 To provide an opportunity for students to demonstrate a knowledge of legal terms as well as, an understanding of the legal system as a result of field experience in court and a mock trial.	III-16

III. JUSTICE

PURPOSE #1: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO DISCUSS BOTH STRENGTHS AND WEAKNESSES OF THE COURT SYSTEM IN PROVIDING EQUAL JUSTICE FOR ALL AND TO IDENTIFY FACTORS THAT CAUSE THESE WEAKNESSES AND RECOMMEND SOLUTIONS.

Material:

1. Attitudinal Survey (app. XXI)
2. Picture of the Supreme Court Building emphasizing motto "EQUAL JUSTICE FOR ALL."
3. Picture of symbol of justice (blindfolded woman holding balance scale). An excellent picture of symbol can be found on the cover of You and the Law.
4. United States Constitution.
5. State Constitution.
6. Guest speakers (attorney, judge).
7. Library.

Procedure:

1. Students take attitudinal survey (app. XXI).
2. Brainstorm "Equal Justice for All" motto on Supreme Court Building. Students write their opinions of what the motto means.
   a. Show picture of symbol of justice.
   b. Ask: What is the meaning of the symbol?
   c. Why is the woman blindfolded?
   d. What does the scale stand for?
3. Constitution Search: Point out "establish justice" as purpose outlined in Preamble. Have students search the Constitution to find ways this purpose is carried out. (Use only the 7 Articles to the Constitution.)
4. Guest: Invite a local trial court judge to discuss the organization of the court system. After the visit, students construct a diagram of the applicable federal and state courts for their jurisdiction. (Model of diagram on P. IV-69. Debrief: Does the flow chart indicate an effort to provide "equal justice?" Ask for suggestions to improve the system.
5. Guest: Invite an attorney to visit. Raise questions about appeal, time involved in judication, fairness of the system.

GRADES 7-8 JUSTICE

PURPOSE #2: TO ENABLE STUDENTS TO IDENTIFY "DUE PROCESS" AS A CONSTITUTIONAL RIGHT. STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF "DUE PROCESS" AS A RESULT OF CASE STUDY.

Material: (1) U. S. Constitution (including Bill of Rights and Amendments), (2) The Sheppard Case, film, (3) The Gideon Case, film, The Supreme Court and Contemporary Issues, Starr.

Procedure:

1. Constitution Search: Identify the meaning of "Due Process" (speedy trial, right to lawyer, jury trial, etc.)

2. Show films relating to fair trial: Sheppard, Gideon. Debrief film:

    a. What was the Constitutional question?
    b. How did "due process" affect the case?
    c. What do you think?
    d. How would you have ruled on the "Due Process" issue? Why?

3. Assign additional cases for library research:

    a. Gault
    b. Miranda
    c. Witherspoon
    d. Slochower
    e. Ullmann
    f. Estes

    (summaries of these cases as reported in The Supreme Court and Contemporary Issues)

4. Debrief case study: Be sure students relate each situation to Due Process and relate Due Process to justice.

5. Have students use time line format to do a flow chart of the steps involved from arrest through the court procedure. As each "due process" is studied, have students insert the name of the case at the appropriate position on the flow chart.

* * * * * *

PURPOSE #3: TO DEVELOP WITHIN STUDENTS THE ABILITY TO DISTINGUISH BETWEEN CIVIL AND CRIMINAL CASES.

Material:

1. Transparency defining civil law and criminal law.
2. Handout of hypothetical cases.
3. Newspapers.
4. Resource persons: jurors, attorneys, judges.

Procedure:

1. Using student contributions make transparency defining civil and criminal law.

2. List some examples under each. Be sure students understand the differences.

3. Hypothetical cases: Make up or copy from resources available examples of civil cases and criminal cases. Students determine the category of the case and the determining factors. Continue to project transparency as students determine case category.

4. Newspaper research: Secure copies for each student of a current newspaper. Students search the newspaper and categorize items under criminal or civil. Make a master chart on butcher paper. Students point out determining factors.

* * * * * *

PURPOSE #4: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO DEMONSTRATE A KNOWLEDGE OF LEGAL TERMS AS WELL AS AN UNDERSTANDING OF THE LEGAL SYSTEM AS A RESULT OF FIELD EXPERIENCE IN COURT AND A MOCK TRIAL.

Material: (1) Street Law (teacher's manual) West, p. 30-35, (2) Glossary of legal terms (app. XX), (3) field trip, (4) Mock trial: Courts and Trials: Riekes-Mahe, (5) Vital Issues of the Constitution, Houghton Mifflin, (6) Machinery of Justice: filmstrip series, Walt Disney (the jury; judge; attorney)

Procedure:

1. Prepare a vocabulary list (app. XX) using overhead transparency or butcher paper. Students, using glossaries from law studies books, define terms.

2. Debrief: Conversation using terms. Teacher starts a conversation using one of the terms and calls on a student to continue by using another term, etc.

3. Filmstrip viewing: Debriefing: Students should be able to identify the role of each court officer.

4. Arrange field trip to court. Debrief:

    a. What was happening?
    b. Students discuss observation.
    c. Point out specifics.

  d. Students evaluate "due process," "justice."
  e. Insist on students using legal terminology in discussion.

5. Hand out copies of hypothetical case from Street Law or teacher designed hypothetical criminal case.

  a. robbery
  b. theft
  c. forgery
  d. unauthorized use of motor vehicle
  e. receiving stolen property

Students choose position of prosecution or defense (this can be assigned by the teacher). Each student writes a script designed to question witnesses for the position he has taken. Role play a few as time permits. Have an attorney available if possible, (app. XII, Strategy No. 25).

6. Conduct a mock trial using Riekes' book for a guide or Vital Issues of the Constitution. Format also in Appendix XII, Strategy No. 20.
  Debrief trial:
  a. Identify strengths and weaknesses
  b. Discuss frustrations

IV. PROPERTY (Purposes)

GRADES 7-8		PAGE
4.1	To enable students to name and give examples of the basic forms of property and types of ownership.	III-19
4.2	To provide a stimulus for students to trace American attitudes toward individual and group ownership of property and identify economic. political and social factors that influenced these attitudes.	III-20
4.3	To provide an opportunity for students to recognize and explain the responsibilities of individuals as owners of group property.	III-21
4.4	To stimulate students to take and defend a position on such issues as public vs. private ownership of property or other contemporary issues.	III-22

GRADES 7-8 IV. PROPERTY

PURPOSE #1: TO ENABLE STUDENTS TO NAME AND GIVE EXAMPLES OF THE BASIC FORMS OF PROPERTY AND TYPES OF OWNERSHIP.

Material: Guest speakers, maps, encyclopedia, dictionaries, city ordinances (obtain from Planning commission), Curriculum on Property from Law in a Free Society by Criminal Justice Council of California, Charles Quigley, Director, William Alred's case (app. XIX), TV to show how much influence it has on public opinion.

Procedure:

1. Teacher use brainstorming or other method to develop the full meaning of the word property.

2. Have students do research on Northwest Ordinances.

3. Have students become aware of what townships are by making a township plat, numbering the sections and identifying the school land.

4. Invite a city official (mayor, councilman or a member of city planning commission) to speak on "Why We Have Zoning Laws and Building Permits."

5. Student oral reports on:

   a. Supreme Court cases involving property. Suggested cases available in Law in a Free Society Curriculum on Property:

      (1) William Alred's Case (1610)
      (2) Gombo vs. Martise (1964)
      (3) Remedco Carp vs. Bryn Mawr Hotel (1965)
      (4) Rodgers vs. Reirmann (1961)
      (5) Habison vs. City of Buffalo (1958)
      (6) Reynolds Metal Company vs. Yturbide (1958)

   Use case study methods as students present the facts of these cases. Debrief with questions regarding students attitudes toward property and how policies have changed and developed from 1610 to today.

6. Have students role play a case of Eminent Domain. The following is a hypothetical case involving the T.V.A.

   a. An elderly woman whose home would have been destroyed as the T.V.A. developed. Her determination to remain on her property at the risk of life indicates the emotional aspect of eminent domain cases.

Add facts to this case or develop one relating to a possible local case.

7. Debate: Students or city/state officials and private citizens from the community.

    a. Individual vs. private need.
    b. Ownership rights.
    c. Eminent domain.

8. Prepare a TV viewing chart with which students observe and record different ideas and opinions portrayed by TV programs toward property.

9. Vocabulary:

    plat
    survey
    appraisal
    zoning
    commercial
    residential
    easement
    public domain
    confiscation
    tenant
    lease
    landlord
    lessor
    lessee
    property
    trespass
    condemnation
    mortgage

    For added emphasis and reference use on butcher paper in front of the class and pull these words out and show specific emphasis as they go through their study.

* * * * * *

PURPOSE #2: TO PROVIDE A STIMULUS FOR STUDENTS TO TRACE AMERICAN ATTITUDES TOWARD INDIVIDUAL AND GROUP OWNERSHIP OF PROPERTY AND IDENTIFY ECONOMIC, POLICICAL AND SOCIAL FACTORS THAT INFLUENCED THESE ATTITUDES.

Material: Newspapers, encyclopedia, library, textbooks.

Procedure:

1. Research reports:

    a. Indentured servants
    b. Slave labor's effect
    c. Pilgrim heritage
    d. Indian removal
    e. Mormon movement
    f. Economic development
    g. Western expansion
    h. Cotton

2. Study the history of land assignment:

    a. Land runs
    b. Allotments

c. Check with publications:

OKLAHOMANS AND THE LAW: A SOURCE BOOK FOR TEACHERS

OKLAHOMANS AND THE LAW: LAW RELATED ACTIVITIES FOR OKLAHOMA HISTORY
(available on request from Law-Focused Project office)

3. Do research into the following Supreme Court Cases showing attitudes toward property rights:

   a. Dred Scott vs. Sandford (1857)
   b. Reynolds vs. United States (1879)
   c. Heart of Atlanta Motel vs. United States (1964)

4. Vocabulary:

plantation
estate
allotment

* * * * * *

PURPOSE #3: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO RECOGNIZE AND EXPLAIN THE RESPONSIBILITIES OF INDIVIDUALS AS OWNERS OF GROUP PROPERTY.

Material: Guest speakers, newspapers, library, In Search of Justice, filmstrip Landlord/Tenant; Justice in Urban America, Landlord and Tenant by Houghton Mifflin

Procedure:

1. Have students research the responsibilities of the individual within group ownership using the following cases:

   a. Thomas vs. Housing Authority (1967)
   b. Geesing vs. Pendergrass (1966)
   c. Mullinax vs. Cook (1967)
   (found on pages 50-53 of Landlord and Tenant, Justice in Urban America Series)

2. Show filmstrip Landlord/Tenant and debrief by discussing rights and responsibilities using open ended questioning strategy.

3. Research types of ownership and discuss who owns each of the following:

   a. Hospital
   b. Library
   c. School
   d. Main street of town
   e. National Parks
   f. Churches
   g. Country club
   h. Natural resources
   i. Mineral rights

4. Guest speakers:

   a. Apartment manager
   b. Community Actions Program personnel
   c. HUD or OEO (Office of Economic Opportunity) officials
   Have speakers discuss importance of individual responsibilities.

5. Vocabulary:

   public nuisance
   joint-tenancy
   deed
   interest
   building codes
   survivorship deed
   deposit

* * * * * *

PURPOSE #4: TO STIMULATE STUDENTS TO TAKE AND DEFEND A POSITION ON SUCH ISSUES AS PUBLIC VS. PRIVATE OWNERSHIP OF PROPERTY OR OTHER CONTEMPORARY ISSUES.

Material: Newspapers, TV news, magazine articles, local conservation corps

Procedure:

1. Have teacher present articles concerning conservation and environmental protection (newspaper or magazine articles). Students will discuss role of the individual in these areas. (Include any current legislation.)

2. Research and report on natural resources that are threatened--in groups according to their individual interests. Debrief by leading into the debate (no. 3).

3. Debate: Government national energy control of resources such as oil, natural gas, and coal.
   Resolved: That all energy resources should be government controlled.

V. LIBERTY (Purposes)

GRADES 7-8		PAGE
5.1	To give students an historical background for the interpretation of first amendment freedoms.	III-24
5.2	To allow students to examine the values basic to the American people both at the time of the Constitution and help them to learn the relationship of these values to the laws that have been made in our society.	III-25
5.3	To help students analyze the historical significance of the second Amendment and to present arguments for and against limiting this freedom in the present day context.	III-25
5.4	To simulate a situation in which students evaluate the rights of the individual conflict with the good of society.	III-26
5.5	To provide an opportunity for students to examine the rights and responsibilities of citizenship in other countries with those in the United States.	III-26
5.6	To enable students to contrast the rights of juveniles with those of adults regarding treatment.	III-27

GRADES 7-8 V. LIBERTY

PURPOSE #1: TO GIVE STUDENTS AN HISTORICAL BACKGROUND FOR THE INTERPRETATION OF FIRST AMENDMENT FREEDOMS.

Material: Great Cases of the Supreme Court, Vital Issues of the Constitution, Law in a New Land, The Bill of Rights (film).

Procedure:

1. Read First Amendment and list rights and freedoms.
2. Brainstorm and databank rights and freedoms.

Databank:

a. Have students brainstorm and list on board or overhead, then have each pick a subject and research information from the list.

b. Teacher before activity in class will ask the students to find as much information as they can on the subjects of Liberty. Bring back and have a brainstorming activity.

Suggestions for use of Databank. (Please let students be creative).

a. Collage - present and analyze
b. Role play - present and analyze
c. Drawings - present and analyze
d. Case study - present and analyze
e. Debate - present and analyze

3. Retrieve and categorize information from the databank.

4. Vocabulary:

freedom
rights
responsibilities
Supreme Court
Amendment

5. Case Study

6. Role play situations that emphasize the historical background for certain rights.

a. Roger Williams
b. Peter Zenger
c. Anne Hutchinson

* * * * * *

GRADES 7-8 LIBERTY

PURPOSE #2: TO ALLOW STUDENTS TO EXAMINE THE VALUES BASIC TO THE AMERICAN PEOPLE BOTH AT THE TIME OF THE CONSTITUTION AND HELP THEM TO LEARN THE RELATIONSHIP OF THESE VALUES TO THE LAWS THAT HAVE BEEN MADE IN OUR SOCIETY.

Material: Great Cases of the Supreme Court, The Supreme Court, The Feiner Case (film), Law in a New Land, Justice and the Law (filmstrip).

Procedure:

1. Brainstorm and databank things they value.
2. Rank items on a scale from 1 - 10.
3. Assign reading from Feiner Case and Law in a New Land.
4. Case study. Use Supreme Court. Use filmstrip on Freedom of Expression from Justice and Law Series.
5. Prepare a chart that compares/contrasts colonial and contemporary values based on information from the reading and present day media information sources such as newspapers, magazines, TV, and radio (criminal and civil court actions may suggest values).

* * * * * *

PURPOSE #3: TO HELP STUDENTS ANALYZE THE HISTORICAL SIGNIFICANCE OF THE SECOND AMENDMENT AND TO PRESENT ARGUMENTS FOR AND AGAINST LIMITING THIS FREEDOM IN THE PRESENT DAY CONTEXT.

Material: Newspapers, magazines, radio, TV, The Bill of Rights (film), Crime and Criminals, history textbooks that cover the American Revolution and the Civil War.

Procedure:

1. Read from a U. S. history text those sections that deal with the citizen and militia rights to bear arms during the American Revolution and the Civil War.
2. Use a continuum to emphasize different opinions about individual possession of arms.
3. View film, The Bill of Rights, and discuss the issue of individual vs. military possession of arms.

4. Use newspaper articles as background for debates, interviews about the present availability of fire arms and whether there should be strict gun control laws.

5. Debate on pro's and con's. Resolved : It is necessary for the U. S. Government to control fire arms.

* * * * * * *

PURPOSE #4: SIMULATE A SITUATION IN WHICH STUDENTS EVALUATE THE RIGHTS OF THE INDIVIDUAL CONFLICT WITH THE GOOD OF SOCIETY.

Materials: "No Vehicles in the Park" game, and "Bomb Shelter" game, discussion, debriefing exercise, brainstorming exercises.

Procedure:

1. Brainstorm with students how they feel about rights of the whole society infringing on their individual rights. Put the topics of discussion on the board.

2. Then explain the No Vehicles in the Park game (app. XVIII) or the Bomb Shelter game.

3. Proceed with the above mentioned game and after the exercise have the students write on paper the reasons for choosing the responses they gave. These exercises should show them how at times the rights of the individual sometimes conflict with the good of society.

* * * * * *

PURPOSE #5: TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO COMPARE THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP IN OTHER COUNTRIES WITH THOSE IN THE UNITED STATES.

Material: Exploring Regions of Latin America (text), The Story of Latin America (text), Your Rights and Responsibilities as an American Citizen (booklet), brainstorming activity or discussion, research papers, collage, newspaper and magazine search.

Procedure:

1. Prior to starting this unit have the students start bringing magazine articles pertaining to political activity in Mexico and any newspaper articles on similar topics. They should be able to get articles pertaining to U. S. citizens in Mexico and their treatment. These should spur discussion on how the treatment of offenders in Mexico differ from the

treatment in the U. S. This would show them some very distinct differences. They should also read in the Exploring Regions of Latin America, pp. 113-139, and in the other text the following pages: 168-169, 294-295 and 352. These pages will give them additional background information about the development of the Mexican government.

2. Divide the class into two groups and have each group take a different topic. Group I - rights and responsibilities of citizenship in U. S., and Group II - rights and responsibilities of citizenship in Mexico.

3. Have the group members work on research papers in the library and put together a report about their topics.

4. As a final exercise, after sharing these reports with the class, they should make a word collage on the differences that exist between the U. S. and Mexican citizens.

5. Final present and analyze.
(Group I - background information from booklet Your Rights and Responsibilities as an American Citizen).

* * * * * *

PURPOSE #6: TO ENABLE STUDENTS TO CONTRAST THE RIGHTS OF JUVENILES WITH THOSE OF ADULTS REGARDING TREATMENT.

Material: Juvenile Problems and the Law (booklet), Teenagers and the Law, field trip to juvenile court in session, field trip to district court in session, interview adults in field of juvenile justice.

Procedure:

1. Work with the Riekes' booklet and Teenagers and the Law to give the students a working background of juvenile problems and how they are dealt with.

2. Take the class on a field trip to court and have students document what they see.

3. Have students write in class an opinion paper as to what they felt like in the court setting. Then have the students visit an adult trial and likewise write how they felt about this setting. They should then be able to make comparisons about the difference in treatment and procedure in the courts regarding juveniles and adults.

4. As additional or supplementary information, have the students interview different people who deal with juvenile offenders and make their reports available to the class for questions and discussion. Should the field trips not be available, the interviewing exercises should be able to point out the above differences quite sufficiently.

APPENDIX I

SELECTED READING LIST FOR LAW RELATED THEMES IN CHILDREN'S LITERATURE K-3

LIBERTY

Freedom and Responsibility

Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Scott Foresman and Co., 1976.
"Budulinek"
"The Little Red Hen"

Bulba, Clyde Robert. The Poppy Seeds. Thomas Crowell, 1955.

Short, Mayo. Andy and Wild Wood Ducks, Bowmar.

Steig, William. The Real Thief. Farrar, Straus and Giroux, 1973.

* * * * * *

JUSTICE

Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature. Scotts Foresman and Co., 1976.
"Bandalee"
"The Clever Judge"
"Pinocchio"
"Tom, Tom, The Piper's Son"
"The Tyrant Who Became a Just Ruler"

Vogel, Ilse-Margret. Little Plays for Little People. Parent's Magazine Press, 1965.
"Rabbit and the Wolf"

* * * * * *

EQUALITY

Friskey, Margaret. Rackety: That Very Special Rabbit. Children's Press, 1975.

Lionni, Leo. Tico and the Golden Wings. Pantheon, 1964.

* * * * * *

POWER

Authority

Kaerman, Sylvia. Little Plays for Little Players. Plays Inc., 1972.

McDermott, Gerald. The Stonecutter. Viking Press, 1975.

Ressner, Phillip. Jerome. Parent's Magazine Press, 1967.

Suess, Dr. The Cat in the Hat. Random House, 1957.

* * * * * *

PROPERTY

Law Focused Education, Inc., Dallas. Handbook of Strategies.

Rothman, Joel. Once There Was a Stream. Scroll Press, 1973.

Schlein, Miriam. My House. Albert Whitman and Co., 1971.

APPENDIX II

"DUE PROCESS" EVALUATION CHART

Freedom:	Amendment No.	Name of Program	Evaluation of How Accurately Program Dealt With This Freedom
Right to Counsel Was suspect informed of this right?			
Was counsel appointed?			
Right to Remain Silent Was a confession obtained?			
Was the Miranda Warning read?			
Right to Privacy Was a search conducted?			
Was it legal?			
Was evidence obtained legally?			
Was a vehicle searched?			
Was there reasonable suspicion?			
Was a person searched?			
Had he been lawfully arrested?			
Had a warrant been issued?			
Right to Fair Trial Was the accused confronted by witnesses?			
Was he confronted with the charges against him?			
Was the trial held in a reasonable amount of time?			

APPENDIX III

WARNING TO BE GIVEN BEFORE TAKING ANY ORAL OR WRITTEN CONFESSION

1. You have the right to remain silent.

2. Anything you say can be used against you in court.

3. You have the right to talk to a lawyer before you are asked any questions, and to have him present at the time you are being questioned.

4. If you want a lawyer and cannot afford to pay him, one will be provided for you free of charge.

5. If you decide to answer questions without your lawyer present, you have the right to stop answering at any time, and ask at that time to talk with a lawyer.

The accused may, if done knowingly, intelligently, and voluntarily, waive his right to counsel and his right to remain silent. Failure of the officer to comply, will void a confession.

SUGGESTIONS CONCERNING WARNING

1. The warning is not necessary where the person has not been arrested, is free to leave at will, is not a suspect, and fully understands he is free to leave any time.

2. Oral confessions leading to the fruits of the crime will only be admissible where the warning has first been given. However, a res gestae statement made immediately upon arrest will be admissible regardless.

3. In that the state must prove beyond a reasonable doubt that the accused waived his right to counsel and right to remain silent, you must accurately record: (1) the time and place of the arrest and giving of the warning, (2) the words spoken by the accused in waiving his rights, (3) names of all witnesses and officers in the presence of the accused from the time of arrest until the statement is given, (4) the demeanor, educational level and other factors which bear upon the accused's ability to understand and intelligently waive his rights.

4. Any unnecessary delay in taking an accused before a magistrate will void a confession. However, where there is no magistrate available, a written statement may be taken from an accused who has been properly warned.

APPENDIX IV

PREPARATION FOR RESOURCE PERSON (CHECKLIST)

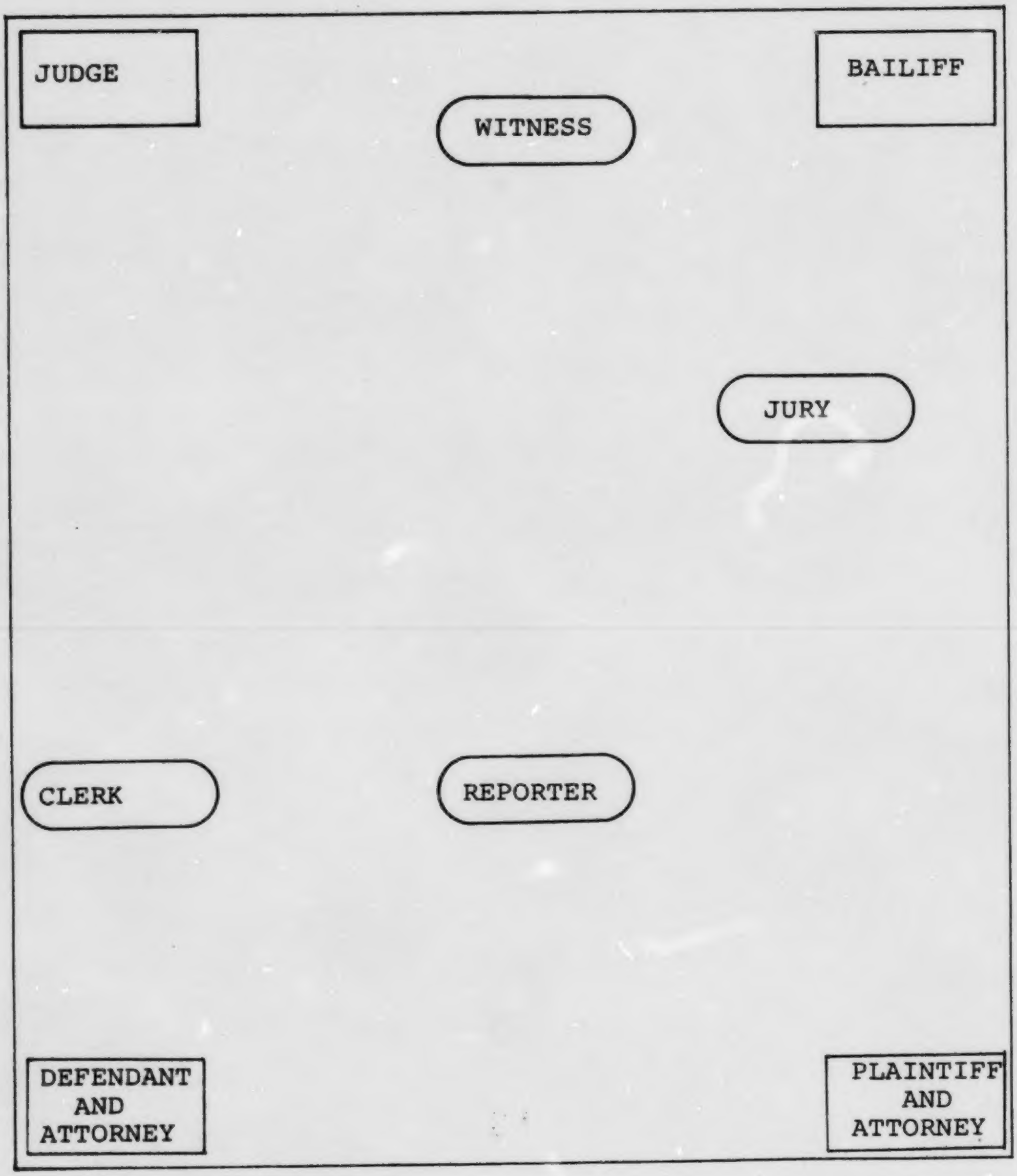
In preparation for the visitation of a resource person to my class, I (name of teacher) have done the following:

	YES	NO
1. Checked my school's policies and procedures regarding the use of resource persons (hereafter referred to as RP).		
2. Carefully thought through the contributions desired from the RP.		
3. Checked with the local Bar Association president or other key person for recommendations regarding RP to make the contribution(s) desired.		
4. Provided the prospective RP with the following information: a. Exact time and place of presentation - name of school, street, room number, location of building, my name		
b. Subject I teach		
c. Where RP may park car		
d. Amount of time for presentation		
e. The presentation format -- formal, informal, etc.		
f. Age of students		
g. Number of students		
h. Classroom arrangement		
i. Unusual student situations		
j. Exactly what I want the RP to talk about		
k. Background students now have on topic to be covered		
l. Probable student questions on the topic		
m. Specific interest students have in the topic		
n. Audio visual materials available		
o. Suggested approaches RP may effectively use		
p. Materials RP may need to effectively make presentation		
q. Ways I or students may assist with the presentation		

	YES	NO
r. Sources where RP may get information		
s. Followed-up the initial communication with further communication		
t. Checked with RP one or two days before visit to class		
5. Prepared my students for the coming of the RP by:		
a. Telling them something about RP		
b. Why RP was invited to visit class		
c. Information RP may be expected to bring		
d. Questions students may wish to ask RP		
e. Sacrifice RP is making to visit class		
f. Format that will be used		
g. Courtesy arrangements		
6. I followed up the RP visit by:		
a. Evaluating the experience		
b. Relating information brought by RP to unit of study		
c. Reviewing major points with students		
d. Sending RP note of thanks		

APPENDIX V

DIAGRAM FOR COURTROOM AS A THEATER


JUDGE
BAILIFF
WITNESS
JURY
CLERK
REPORTER
DEFENDANT AND ATTORNEY
PLAINTIFF AND ATTORNEY

Idea for Courtroom as Theater
Suggested by Dr. Isidore Starr

APPENDIX VI

MOCK TRIAL

GREAT BIG BEAR vs. GOLDI LOCKS

REASON FOR THE TRIAL: Breaking and Entering

CHARACTERS:
- Judge
- Great Big Bear, Plaintiff
- Goldi Locks, Defendant
- 2 lawyers for the plaintiff
- 2 lawyers for the defendant
- Middle Sized Bear, 1st witness for the plaintiff
- Little Wee Bear, 2nd witness for the plaintiff
- Lola Locks, 1st witness for the defendant
- Kandy Kane, 2nd witness as a character witness for the defendant
- 12 jury members
- Clerk (optional)
- Reporter (optional)

THE FACTS:

On September 30, 19__, Great Big Bear, Middle Sized Bear, and Little Wee Bear, returned to their home to find the front door open. The latch had been broken.

After they entered their home, they found their porridge had been disturbed. Next they noticed someone had tampered with their chairs. One chair had been completely broken. On entering their bedchamber they found a little girl with golden locks in one of their beds. On seeing the three bears the girl ran from the house.

TESTIMONY OF PLAINTIFF, GREAT BIG BEAR:

On September 30, 19__, I returned to my home to find the lock on the front door had been torn off and the door was open. When I entered the house someone had eaten some of our porridge, sat in our chairs, and slept in our beds, where we eventually saw a girl with golden locks.

TESTIMONY OF MIDDLE SIZED BEAR, 1ST WITNESS FOR THE PLAINTIFF:

My husband, child and myself went for a walk because the porridge I had cooked for us was too hot to eat. When we returned to eat dinner, our house had been broken into and entered. We found a young lady in our house.

TESTIMONY OF LITTLE WEE BEAR, 2ND WITNESS FOR THE PLAINTIFF:

My father, my mother and I returned from a walk in the forest and I found all my porridge was all eaten, my chair was broken, and there was a girl sleeping in my bed.

TESTIMONY OF GOLDI LOCKS, DEFENDANT:

On September 30, 19__, my mother sent me on an errand through the forest. I love to go through the forest. I have lots of fun. After completing my errand I returned home.

TESTIMONY OF LOLA LOCKS, 1ST WITNESS FOR THE DEFENDANT:

On Septmeber 30, 19__, I sent Goldi on an errand. I told her to be back at 5 p.m. and she returned on time. Goldi is very dependable.

TESTIMONY OF KANDY KANE, 2ND WITNESS AS A CHARACTER WITNESS FOR THE DEFENDANT:

Goldi and I have been friends a long time. She has always been honest and lots of fun to be with. I was with her most of the day in question playing and having loads of fun.

After testimony is over the Jury will try to reach a decision of guilty or not guilty of breaking and entering.

TO THE TEACHER:

Before beginning the trial, terms used should be discussed: mock trial; plaintiff; defendant; breaking and entering; testimony; jury; witness; clerk; reporter; and others you might feel necessary.

You may select characters or whatever fits you best. You may improvize this in any way that best fits your particular situation.

HAPPY TRIAL!

APPENDIX VII

SQUARES ARE NOT BAD!

By: Violet Salazar

Pictures By: Harlow Rockwell

1. (Use construction paper squares. Assorted colors for the first poster. Red only for the other posters). (Put on Poster Paper approx. 14" by 22").

2. Here are the Squares. They live all by themselves in Square Town.(Page IV-12) (Squares are approximately 2" square and made of red construction paper glued on to form a square.)

3. Here are the Circles. They live all by themselves in Circle Town. (Circles are approximately 2" in diameter and are glued on to form a circle.)

4. Here are the Triangles. They live all by themselves in Triangle Town. (Triangles are approximately 1 3/4" on bottom. The Large Triangle formed is approximately 13" across the bottom.)

5. Here are the Rectangles. They live all by themselves in Rectangle Town. (Rectangles are approximately 1½" x 2" each.)

6. The Squares do not like the Circles. The Circles do not like the Triangles. The Triangles do not like the Rectangles. The Rectangles do not like the Squares. They do not like anyone but themselves. They think the others are stupid, and lazy, and mean, and bad! Bad! Bad!

7. (Squares)
The Squares say this: "If you want to be smart, and beautiful, and good, you must have four sides exactly the same. If you don't have four sides exactly the same, then you are stupid, and ugly, and bad! Bad! Bad!

(Circles)
The Circles say this: "If you want to be smart, and beautiful and good, you must be perfectly round, and if you are not perfectly round, then you are stupid, and ugly, and bad! Bad! Bad!

(Triangles)
The Triangles say this: "If you want to be smart, and beautiful, and good, you must have three sides. If you do not have three sides, then you are stupid and ugly and bad! Bad! Bad!

(Rectangles)
The Rectangles say this: "If you want to be smart and beautiful, and good, you must have two short sides exactly the same, and you must have two long sides exactly the same. If you do not have two short sides and two long sides, then you are stupid, and ugly, and bad! Bad! Bad!

8. One beautiful summer day the little squares, and the little Circles, and the little Triangles, and the little Rectangles went out to play. But not together.

9. While they were playing, a terrible thing happened, the little Circles were playing on top of the hill. Some of them slipped and went rolling down the hill. Faster and faster, they rolled to the very bottom of the hill where the little Rectangles were playing.

10. The Rectangles were very angry. They thought the Circles were very bad to roll into the Rectangles' very own playground. They called the Circles bad names, and threw rocks at them. The Circles were frightened. The Squares and Traingles heard the yelling and crying. They ran as fast as they could to see what was happening, and they started yelling and throwing stones. There was more and more yelling and more and more crying. It was Terrible!!!

11. At last one of the Rectangles became so angry that he leaped into the air and came down right on top of the Cirlces. Oh, Wonder of Wonders!!! Everyone was absolutely Quiet. No one said a word!!! They just looked, and looked, and looked.

12. The Rectangles and the Circles had made a wagon! A lovely beautiful wagon!

13. (Train)
And then everyone became excited. They all wanted to make something. The Squares and Circles made a train. A Rectangle made the smokestack. Some Circles made smoke.
(Trees)
The Triangles and Rectangles made Trees.

14. They all worked together and made a lovely house. They made things that were pretty. (Sun...Boat...Jack-in-the-Box...Houses and Flowers). They made things that were fun. Everyone had a wonderful, marvelous, beautiful time.

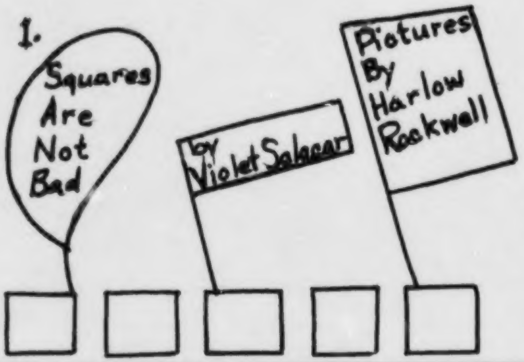
15. When it was time to go home, they all sang a little song!

"We are glad, glad, glad!!!!!....
Being different isn't bad!"

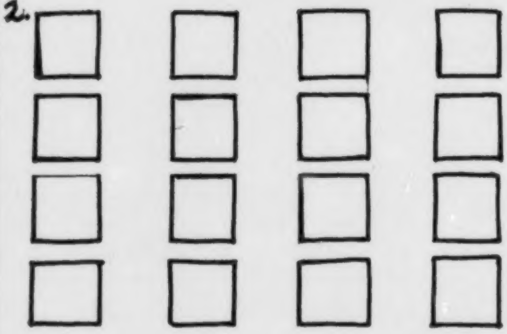
and they sang it over and over, all the way home.

16. The End.

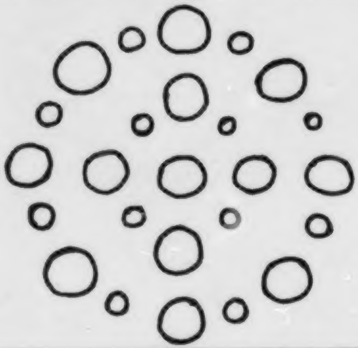
1.


Squares Are Not Bad
by Violet Salazar
Pictures By Harlow Rockwell

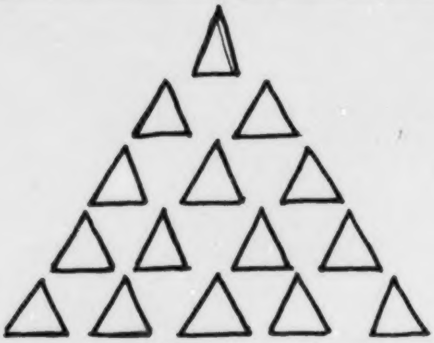
2.



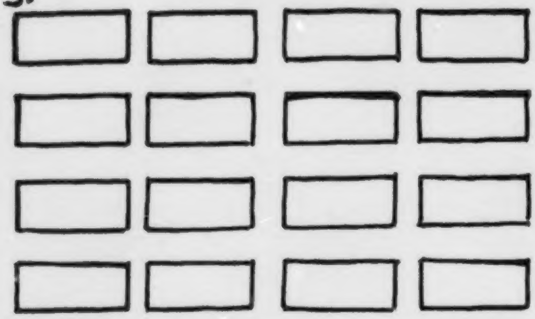
3.



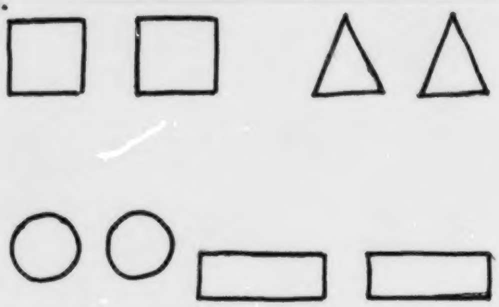
4.



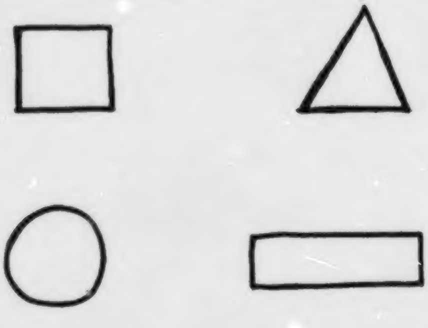
5.



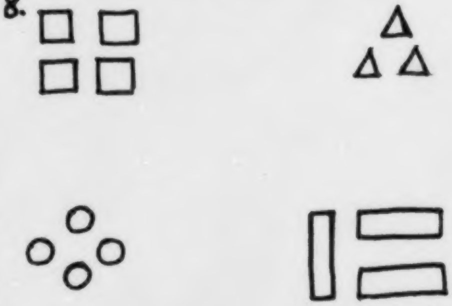
6.



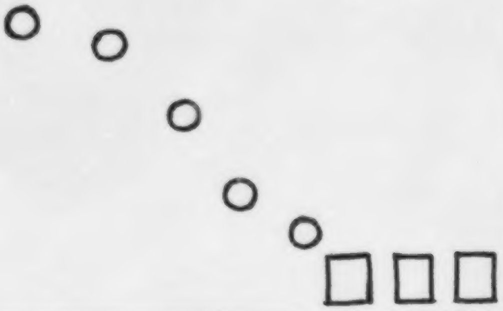
7.



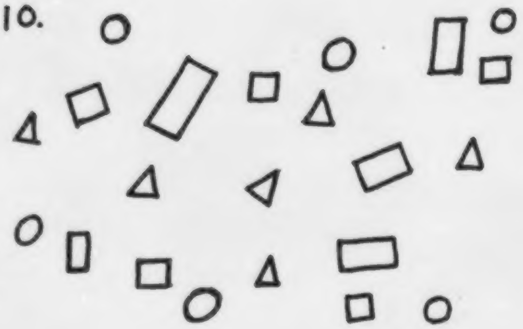
8.



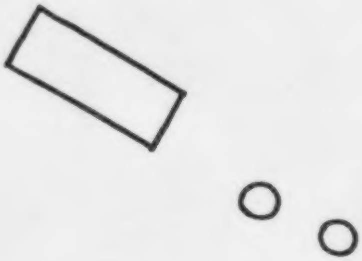
9.



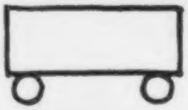
10.



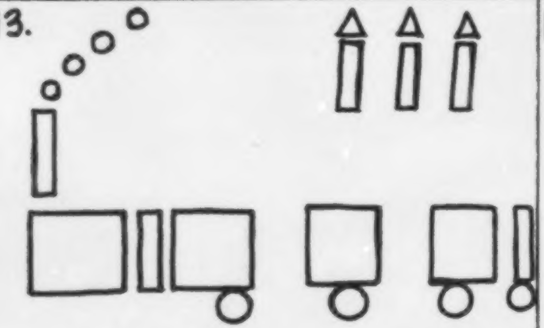
11.



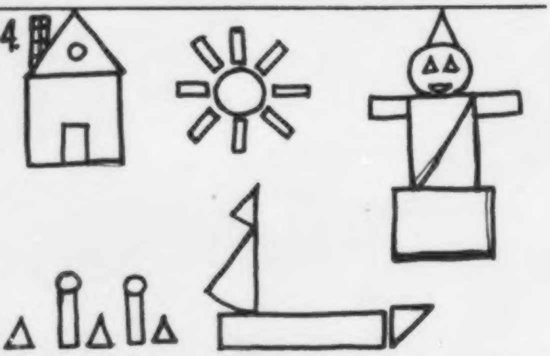
12.



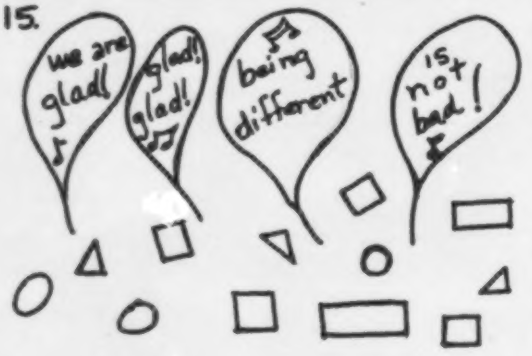
13.

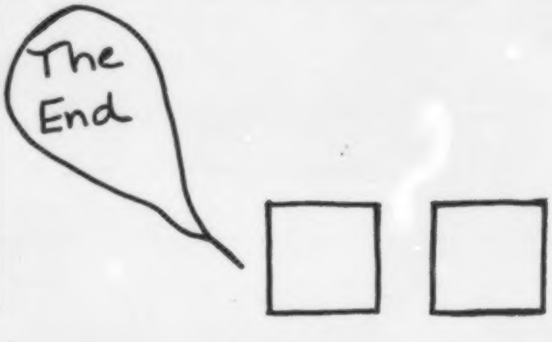


14.



15.


we are glad!
glad! glad!
being different
is not bad!



APPENDIX VIII

PLESSY vs. FERGUSON (1896)

Homer Plessy was a proud man. But he had no reason in 1892 to suspect that he would soon become a key figure in American history.

Homer Plessy was part white and part black. Out of eight great-grandparents, only one had been black. The other seven were white. But he was treated as black under the "Jim Crow," or segregation, laws of Louisiana. This meant that he had to be careful in public places. He had to stay in areas marked "for colored only"--that is, for black people. He was expected to stay away from areas marked "for whites only." To do otherwise would break the law.

Homer Plessy in June of 1892 went to the railroad station in New Orlenas. He was headed for Covington, Louisiana. This was on the far northern side of Lake Pontchartrain by New Orleans. The East Louisiana Railway made the trip from New Orleans around the lake to Covington. So Mr. Plessy bought a first-class ticket and walked toward the waiting train. Signs were on the railroad cars. Some said "for coloreds only." Others said "for whites only." Plessy boarded a car marked "for whites only" and took an empty seat.

When the conductor arrived, he asked Homer Plessy to leave. He said that Mr. Plessy would have to sit in the car meant for blacks. But Mr. Plessy refused to move. Finally, a policeman was found. And Mr. Plessy was removed from the "whites only" car by force.

Homer Plessy was arrested and jailed. He was accused of breaking a segregation law. This Louisiana law of 1890 ordered railway companies to set up "equal but separate" areas for "white and colored races." No persons were allowed to sit in seats or cars marked for those of another race.

In court Mr. Plessy attacked this law. He said that this law denied him his rights under the Thirteenth and Fourteenth Amendments. It especially denied him "equal protection of the laws."

But the courts of Louisiana did not agree with Plessy. They ruled that Louisiana's "Jim Crow" law of 1890 was constitutional. But Homer Plessy had another hope left. He asked the Supreme Court of the United States to look into his case.

DECISION:

The Supreme Court ruled against Plessy by a vote of 7-1. Justice Brown in the majority opinion said, "The Louisiana statute of 1890 providing separate but equal railway coaches was not a violation of the 13th and 14th amendments. These Amendments were meant to guarantee political, not social equality. The Louisiana law required equal treatment before the law for blacks and whites, Brown said, so the constitutional requirements were met."

(reprint permission granted by Houghton-Mifflin Co.)

APPENDIX IX

BRIEFING A CASE

____________________vs____________________

FACTS

ISSUE

ARGUMENTS

DECISION

APPENDIX X

BROWN vs. BOARD OF EDUCATION (1954)

On school mornings, Linda Brown would wake up early. She had to get up earlier than most of the kids in her neighborhood. She was black, and she lived in Topeka, Kansas. A Kansas law allowed segregated schools. This law allowed the men who ran Topeka's schools to have separate schools for black children and white children.

There was a grade school just five blocks from Linda's house. But that school was for white children only. Linda had to take a bus that would carry her 21 blocks to the school for black kids. So she had to get up early.

Linda's parents were angry about this situation. They took their case to a federal court in Topeka. They said that Linda's black school was not as good as the white school in their neighborhood. The black school's building was old. The classrooms were crowded. And there weren't enough teachers.

Mr. and Mrs. Brown said that Linda had been denied the "Equal protection of the laws" promised by the Fourteenth Amendment.

But Mr. and Mrs. Brown claimed even more. They said that Linda's school could never be equal as long as it was separate. They argued that segregated schools were harmful to black children. Such schools, they argued, seemed to say that blacks weren't good enough to go to school with whites. The only way to prevent this harm was to put an end to all segregated schools.

The federal court in Topeka ruled against the Browns. This court said that the black school and the white school were just about equal.

But Linda's parents were sure that they were right. So they asked the United States Supreme Court to look into their case.

DECISION: The Supreme Court ruled in favor of the Browns. In a unanimous opinion, Warren overruled Plessy vs. Ferguson. He said that the separate but equal doctrine had no place in public schools. "Separate educational facilities are inherently unequal." They deprive minority students of equal opportunities.

(reprint permission granted by Houghton-Mifflin Co.)

APPENDIX XI

ATTITUDES TOWARD PROPERTY THROUGH HISTORY AND LITERATURE

MATTHEW 19: 16-24

....The young man saith unto him, "All these things have I kept from youth up: what lack I yet?"

Jesus said unto him, "If thou wilt be perfect, go and sell that which thou hast, and give to the poor, and thou shalt have treasure in heaven: and come and follow me."

But when the young man heard that saying, he went away sorrowful; for he had great possession.

Then Jesus said unto his disciples, "Verily I say unto you that a rich man shall hardly enter into the kingdom of heaven. And again I say unto you, it is easier for a camel to go through the eye of a needle, than for a rich man to enter into the kingdom of God."

ARISTOTLE, POLITIC

"Property should be in a certain sense common, but, as a general rule, private; for, when everyone has a distinct interest, men will not complain of one another, and they will make more progress, because everyone will be attending to his own business. And yet by reason of goodness, and in respect of use, 'Friends,' as the proverb says, 'will have all things in common.' Even now there are traces of such a principle, showing that it is not impractical but, in well ordered states, exists already to a certain extent and may be carried further. For, although every man has his own property, some things he will place at the disposal of his friends, while of others he shares the use with them... It is clearly better that property should be private, but the use of it common; and the special business of the legislator is to create in men this benevolent disposition. Again, how immeasurably greater is the pleasure, when a man feels a thing to be his own... And further, there is the greatest pleasure in doing a kindness or service to friends or guests or companions, which can only be rendered when man has private property. These advantages are lost by excessive unification of the state."

PLATO, THE REPUBLIC

"And they will have a common interest in the same thing which they will alike call 'my own,' and having this common interest they will have a common feeling of pleasure and pain.

...And this unity of feeling we admitted to be the greatest good...the guardians were not to have houses or land or any other property; their pay was to be their food, which they were to receive from the other citizens, and they were to have no private expense... And as they have nothing but their person which they can call their own, suits and complaints will have no existence among them; they will be delivered from those quarrels fo which money...are the occasion. And from all these evils they will be delivered, and their life will be blessed as the life of Olympic victors and yet more blessed."

THOMAS AQUINAS, TREATISE ON LAW

"Property is natural and good. Property is legitimate and necessary because men are more careful to procure things for themselves than anything which would belong to all; because human affairs will be better ordered if each man has his own particular job in procuring things; and because human life will be more peaceful, since common ownership produces quarrels."

Additional Sources:

Martin Luther
Alvin Toffler, Future Shock
Robert Ardrey, Territorial Imperative

APPENDIX XII

HANDBOOK OF STRATEGIES

The purpose of this section is to provide the teacher with a reference to strategies that can be used to stimulate discussion and involvement on the part of students. Though the activities will be suggested at specific points in the teacher's manual, the individual teacher may use the strategy at any point which is appropriate.

The teacher's use of questions plays a vital part in the use of these strategies. After setting the stage for the activity, the teacher should then ask probing questions to help the students determine the facts, identify important issues, explore alternatives, and make judgments based upon prior investigation.

The kinds of questions that may be used include the following:

TYPES	EXAMPLES
Questions of fact	What happened? What did you see? What did you hear?
Questions of explanation	What do you mean by...? Can you say that in your own words?
Questions exploring cause and effect	Why did that happen? What will result?
Questions exploring alternatives	Can you suggest another solution? Is there anything else that can be done?
Questions challenging a position	Why do you believe...? What are some advantages/disadvantages of your position?

Last and perhaps most important, is the classroom atmosphere. Both students and teachers must feel free to express themselves if a productive exchange of ideas is to occur. If students are not accustomed to an open classroom atmosphere and to being active participants in the learning process, it may take a few experiences for them to become comfortable with this type of activity. If at first it doesn't work--don't give up, try again!

(Strategies presented herein are reproduced with permission from Law in a Changing Society, Inc., Dallas, Texas.)

STRATEGY NO. 1 -- THE CONTINUUM

WHY?

The continuum opens up a range of responses on a given issue. It allows all students to express an opinion and publicly defend that position.

HOW?

An issue is defined by the teacher or students. The issue may be prepared ahead of time by the teacher or it may be an outgrowth of class discussion. The teacher draws a long line on the backboard. At either end of the line create complete extremes of the issue. Be sure the views represent polar positions. Have the students place their initials on the line to represent their stand. Do not allow anyone to take a middle position. After the discussion, provide an opportunity for students to change their position as a result of new information.

The activity can be varied by using masking tape to make a line on the floor. Students can actually stand on the line at the position they choose. They should then discuss their reasons for selecting that position with students standing near them. Next allow each student or a representative of each basic position to justify the stand. Again students should be permitted to change their positions as a result of the discussion.

Each student can make an individual continuum by taking a sheet of paper, drawing a line on the paper, and placing an X at the appropriate point. Next ask the students to circulate and discuss their position with students whose positions are similar and different from their own.

Another variation would be to use the corners of the room to represent four specific positions on an issue. Provide the opportunities for discussion and changing positions.

STRATEGY NO. 2 -- ROLE PLAYING

WHY?

Role play offers students an opportunity to engage in play-acting. Most students find great pleasure in assuming a role and teachers find it a way to stimulate students and to vary classroom activities.

HOW?

Role play is a useful classroom tool and will be most successful when a sequence of steps is followed.

1. Selection of the role play situation should be consistent with the teaching goals and the needs and limitations of the students.

2. A preliminary activity where students engage in simple and familiar role playing can help to relax all students and give them practice and confidence in public performance and expression.

3. The teacher should next explain the general situation to the group and explain the purposes of the drama.

4. The teacher should then explain the specific roles to be played by students and the role requirements for the audience.

5. The dramatic action should follow with the teacher intervening when necessary with questions designed to keep the action moving and the players in character.

6. After the dramatic action the teacher should lead a debriefing session to help the class review the action, analyze causal relationships and speculate on alternative behavior and consequences.

STRATEGY NO. 3-- BRAINSTORMING

WHY?

Brainstorming is a problem-solving tool. It encourages imagination and creativity and helps elicit a number of ideas on a subject. It can be used by itself or in conjunction with one of the other suggested activities.

HOW?

The teacher or a student states a problem which needs a solution. The class suggests as many alternative solutions as possible using the following rules:

1. No evaluation or discussion of ideas is allowed in the brainstorming session. Judging and evaluating ideas tend to limit contributions.

2. Encourage any idea no matter how wild it may seem. It is easier to tame down a wild idea than to pep up a bland one.

3. Encourage participants to think up as many ideas as possible.

When ideas are coming fast, people tend to give their imaginations a wide range and good ideas result.

4. Encourage participants to build and modify contributions of others. Often combining or modifying leads to superior solutions.

STRATEGY NO. 4 -- RANKING

WHY?

Ranking gives students practice in choosing among possible alternatives and in openly supporting and defending or explaining their choices. It stimulates more critical consideration of an issue that might otherwise occur.

HOW?

After the class has participated in an activity where several ideas have emerged, the teacher asks the students to rank these choices according to their own preferences. The ranking can be conducted in a large group by calling on different class members or it may be done in smaller groups. After the ranking a class discussion may follow with students stating the reasons for their choices.

STRATEGY NO. 5 -- LISTING AND CODING

WHY?

This activity encourages students to look at a topic from different viewpoints. The students may do the listing and coding assuming a role or as themselves. As they go through the activity they will be forced to look at a question from all sides; consequently, real insight should develop.

HOW?

The teacher asks the students to take a piece of paper and list 10 to 20 things in response to a question. (e.g. List 10 to 20 responsibilities of citizenship in the American democracy.) After the listing is completed, the students are instructed to draw lines making columns out to the side of the list. In the columns, the students code their lists according to the instructions of the teacher. (i.e. Put a check by the responsibilities which you have assumed in the last year. Put a check if you willingly accept the responsibility, etc.)

STRATEGY NO. 6 -- INTERRUPTED FILM

WHY?

This activity allows the teacher to focus the student's attention on specific points in a film or filmstrip so that they gain the understandings and insights desired. Audio-visual materials are one of the most valuable tools in teaching. By engaging the eye and ear, more impact is usually made. However, there is often so much to see in a film or filmstrip that the students may miss the purpose the teacher had in using the material entirely.

HOW?

If at all possible, preview the film to determine where you will stop the film and what questions you will ask to get students to focus on the specific theme. Be sure all questions relate to the purpose in selecting the film or filmstrip. Cassettes or records can be used the same way. If time does not permit previewing, stop the film or other material whenever an important idea emerges.

STRATEGY NO. 7 -- OPEN INTERVIEWING

WHY?

This activity gives the student center stage in the classroom and a chance to explain his position or feelings on an issue. He may be interviewed as himself or in an assumed role.

HOW?

This activity is suggested for use in two ways. When a discussion or situation arises which the teacher or students wish to examine more closely, the teacher asks for volunteers who would like to be interviewed about the topic. The teacher asks the student questions about his beliefs and feelings. If the student answers, he must answer honestly but he may decline to answer. The teacher may be interviewed, too.

Another way to use the public interview is to set up a role-play situation. Following the role-play, interview the participants, having them relate their reactions as to what happened.

STRATEGY NO. 8 -- ESTABLISHING PRIORITIES

WHY?

This strategy helps students identify priorities within their own value systems.

HOW?

Teacher gives the students dittoed sheets with the following instructions:

> Below is a list of items arranged in alphabetical order. Your task is to arrange them in order of their importance to you.
>
> Study the list carefully. Then place a 1 next to the item which is most important for you; place a 2 next to the one second most important to you, and so on. If you change your mind, feel free to change your answers.

Follow with a class discussion allowing students to give the reasons for their choices. Strategies 10 and 12 may also be used as a follow-up.

STRATEGY NO. 9 -- RANGE OF POSITIONS

WHY?

This activity, along with the Continuum, helps students to see the wide range of possible positions on any given issue.

HOW?

The teacher breaks the group into small groups of five or six and gives then am issue which has four to six possible positions. The teacher may wish to identify the positions ahead of time or let the students identify them. Each student takes one of the positions, not necessarily his own, and writes a paragraph defending it. After the paragraphs have been shared, each group member reveals his own position and discusses the issue. If all groups were working on the same issue, each group's continuum is displayed for all to see and a class discussion follows.

Another variation is to have the ranges of position posted around the room on the walls. The class members can walk around and select the position that comes closest to their own. They may then state aloud to the whole class or to others in their group their reasoning on the issue.

STRATEGY NO. 10 -- CHOOSING AND ACTING

WHY?

This activity is designed to provide students with practice in searching for alternatives when considering a solution to a problem.

HOW?

The teacher begins by discussing the reasons for choices which we make. Often we act out of habit rather than considering alternative ways of acting. The teacher then suggests a problem. It may be an outgrowth of a previous study or discussion or it may be suggested by the teacher to introduce a new topic of study.

Next, ask the class to brainstorm (Strategy No. 3) as many alternatives to the problem as they can think of in the time allotted -- generally from three to five minutes -- depending on how long it takes to exhaust suggestions.

The students are then formed into groups of three to four. They are to develop, as a team, a list of alternative solutions by combining their individual lists and by adding solutions suggested in this group setting. When the group has exhausted all of the alternatives they can think of in the time allotted -- usually about 10 minutes -- they are to choose the three alternatives they like best and rank these (Strategy No. 4).

The groups then report their results to the class as a whole. Discussion may follow. If you wish to encourage action on the part of students, you may ask if they would consider using any of the alternatives suggested. They may even write self contracts to implement the suggestion.

STRATEGY NO. 11 -- UNFINISHED STORY ALTERNATIVES

WHY?

This strategy enables students to consider alternatives for action in various specific situations.

HOW?

The teacher presents a specific situation which calls for some proposed action. Or the students may recall some situation where they were faced with a choice of actions. The situation may be related by the teacher or role played by the class, omitting the chosen course of action. The students are then asked, "What would you do?" Each student individually is to write out briefly what he would do in the given situation. Then the students break up into groups of three or four to discuss their proposals and try to decide which of their solutions would be the most desirable. They should select one and role-play it for the rest of the class. They may also relate it to the class if the teacher wishes. Following the role-play, the whole class should discuss each possible solution. Strategy No. 12 may be used in conjunction with this strategy.

STRATEGY NO. 12 -- PREDICTING CONSEQUENCES

WHY?

This strategy gives students practice in considering the consequences of a chosen alternative.

HOW?

This activity should be used when students have had an opportunity to select a variety of possible solutions or courses of action. (The alternatives could be generated by Brainstorming, Strategy No. 3, or the activity could be used in conjunction with Strategy No. 10 or Strategy No. 11.) Either individually or in groups, ask the students to select the three most appropriate alternatives. List each alternative and under it list as many consequences as the students can suggest. Students should realize that there is always an alternative to any given course of action. If the students suggest only one alternative, then have them consider the consequences of following or not following that course of action.

STRATEGY NO. 13 -- CARTOONS

WHY?

Cartoons are a useful tool for stimulating thinking or for allowing students to translate concepts and knowledge using a creative and entertaining media. The teacher may wish to use this activity as an evaluation instrument. It enables her to see if the desired learning has taken place but does not pose the threat of the standard pencil and paper test.

HOW?

Following a study of a topic which has several inherent issues, the teacher suggests that each student select one of the issues and illustrates it in cartoon form. It may be necessary to study political cartoons from the newspaper or other sources if the students are not familiar with this form of expression. The cartoons can be placed on the bulletin board for the class to examine or the teacher may select some or all and have the students respond to the cartoon by telling what it means and how it depicts one of the issues in the completed study.

The teacher may also wish to select a cartoon that is relevant to an issue which has been the topic of a classroom study. The students may then discuss the artist's viewpoint and respond to it.

STRATEGY NO. 14 -- COLLAGE

WHY?

The collage is a visual representation of an idea. It allows students to use their imagination as they select visual symbols which depict events, feelings, and attitudes on a given subject.

HOW?

Divide the class up into small groups and give them a topic. They will need to discuss the topic and decide on symbols which might be used to represent the idea. Provide pictures, words, and letters, either available in magazines, newspapers, etc., or already cut out, poster board, paste, scissors. Watch the progress of the project but do not give suggestions. Make them come up with their own ideas. After the collages are completed, let each group show its work. Do not let the group showing the collage talk about its work, but ask for responses from the rest of the group. "What feelings does the collage give you?" Write the responses or summaries of the responses on the blackboard. Ask the students who made the collage if these comments agree with what they intend and if they wish to make additional responses or comments. Continue until all groups have shown their work and a full discussion has transpired.

STRATEGY NO. 15 -- SIMULATION

WHY?

Simulation involves students in real situations through a symbolic model of an actual or hypothetical process. It allows the participants to learn and practice new behavior, and to analyze problems and make decisions through the use of role-play.

HOW?

The teacher may select simulations which are already prepared, either commercially or by someone else. In this case, he will need to follow the directions and play the game accordingly. In other cases, he may wish to alter the game to achieve additional or other purposes.

After participating in simulations, the teacher and students may wish to construct models on their own. Select a situation and use only those elements of reality relevant to the purpose of desired outcomes. You will need to define boundaries, set up rules, and place restrictions on those who participate. The most important part of a simulation activity is the debriefing session where the students ask about the model and about the real world analogous to events and factors in the simulation. Gear your questions to focus on the ways the simulation experiences reflect the kind of experiences people have in the real world situation you portrayed.

In using the technique of simulation, the leader should always keep in mind that the focus is the relationship between the simulated model and the real thing.

STRATEGY NO. 16 -- THE SOCIODRAMA

WHY?

The sociodrama is a form of role-play or dramatic improvisation. The activity places students in a new identity in a temporary and protected situation, thus allowing real feelings and thinking to emerge. It provides an opportunity to present both sides of an issue and requires participants and observers to consider alternative views.

HOW?

Any kind of potential or real conflict situation is useful for this type of role-play. Begin with carefully structured activities and clearly defined roles that each participant is to play. Begin with the most secure students as actors. Stop the role play when it is apparent that the fruitful outcomes are exhausted. One way to liven things up is to add characters while the play is in progress, permit actors to add characters as they see the need for it, or change roles in the middle of the play.

Following a role playing situation, a discussion in large, or small groups is valuable. These questions are suggested:

1. How did you as actors feel?

2. How would observers have done things differently?

3. Would things work out that way in real life?

4. What might we learn from this incident or situation?

STRATEGY NO. 17 -- THE INNER-OUTER CIRCLE

WHY?

To teach facility at group discussion by focusing on process as well as content.

HOW?

Begin by asking the group what makes a good discussion. The following points should be brought out, but use the material provided by the group to establish "rules." If they do not cover all these points it may be worthwhile to proceed with the technique and see if new rules are added.

1. Listen to each other

2. Participate

3. Don't interrupt

4. Build on what other people say

5. Be relevant -- stick to the point

Divide the group in half (arbitrarily). Form two circles; the outer circle focuses on process, the inner circle on content. Discussion begins with a question. It may be posed by the group or instructor. Either way it should be one over which there is some disagreement.

Phase I	Inner circle discusses Outer circle observes process	5-7 min.
Phase II	Outer circle gives feed back on process only Did the group adhere to "what makes a good discussion?"	3 min.
Phase III	Switch circles -- new inner circle discusses content	5-7 min.
Phase IV	Outer circle gives feedback on process	3 min.
Phase V	Evaluation -- Anyone may comment on any aspect at this time	3 min.

The technique has been most successful when the instructor does not interfere except as a timekeeper. It should be used on a regular basis if the group is to learn from it. For younger students, twenty or thirty minute periods twice a week are more valuable than extended periods once a week.

STRATEGY NO. 18 -- OPEN-ENDED STATEMENTS

WHY?

This strategy may be useful as an introductory activity or as an evaluation tool.

HOW?

The teacher provides a stem phrase and asks students to complete it with any and all endings which come to mind. As an introductory activity this strategy focuses on the topic to be studied and provides an assessment of students' knowledge and attitudes on a given subject. The same stems can be used at the conclusion of the study to measure gains in knowledge and change in attitude.

STRATEGY NO. 19 -- THE CASE METHOD APPROACH

WHY?

The case study allows students to grapple with real issues, to reach and support a decision, and to weigh the consequences of that decision. In approaching a problem through a case study, the student will gain practice in all levels of thinking from simple recall to evaluation.

HOW?

Provide students with the facts, only, of the case. Use questions and role playing, (Strategy No. 2) to identify the issues), develop arguments, and reach a decision. Next, provide students with the court decision. Use questions and discussion to compare and contrast their decision with that of the court and to consider the implications of the court's decision.

SAMPLE CASE STUDY - GIDEON V. WAINWRIGHT

FACTS

Who was Gideon?
What crime was he accused of committing?
Why did Gideon not have a lawyer? Why did Gideon want a lawyer?

ISSUES

Why did Gideon think that he had a right to a lawyer?
Do you think the 6th Amendment means that a State must pay for a lawyer for a poor defendant?
State the Constitutional question that the Supreme Court must answer.

ARGUMENTS

What are the arguments favoring Gideon's position?
What are the arguments favoring the State of Florida's position?

DECISION

Should the Supreme Court review the case? Why?
How would you decide Gideon's case?

EVALUATION

What was the Court's decision?
What reasons did the Court give for its decision?

Do you agree with the Court?

What effect do you think the decision will have upon the rights of individuals? On the efficiency of the courts? On the powers of the States?

Should States be required to provide free legal counsel for indigents accused of minor crimes? Traffic violations? Should the State be required to provide poor people with money to pay private investigators, expert witnesses, etc.?

Since the case study is the heart of a law studies program, variations on this strategy should be used to insure its continued effectiveness. Some suggested variations are:

ROLE PLAY CASE STUDY: The fact situations in many cases can easily be role played following the procedure outlined in Strategy No. 2. This variation is effective when several similar cases are to be studied and time is short. Follow the role play with a discussion comparing the fact situations with the issues, possible arguments, and decisions involved in each case.

COLLAGE CASE STUDY: Use Strategy No. 14 with the following alteration. Divide the class into three groups, one for facts, one for issues, one for the decision. Provide each group with the necessary collage materials and a summary of the case, excluding the decision. Give each group a copy of the instructions below. After the whole class has had time to respond and react to the collages, pass out copies of the Supreme Court's decision and evaluate the Court's reasoning and its implications. Compare the Court's decision to the one reached by the decision group.

Instructions for the Fact Group:

1. Read the facts about a real court case.
2. Make a collage that will depict the facts of this case so that anyone seeing the collage will know what this case is about.
3. Caution: Be sure the collage tells only the facts and not your feelings about the facts.

Instructions for the Issue Group:

1. Read the information about a real court case.
2. If applicable, read the Amendments to the Constitution and decide which Amendment(s) and which right(s) are involved in this case.
3. Make a collage that will depict the issue of this case so that anyone seeing the collage will know what the Constitutional question is.

4. Caution: Do not let the collage give away your own feelings about how the case should be decided.

Instructions for the Decision Group:

1. Read the information about a real court case.
2. If applicable, read the Amendments to the Constitution and decide which Amendment(s) and which right(s) are involved in this case.
3. Make a collage that shows how you would decide the case so that anyone seeing the collage will understand two things: (1) what your decision is and (2) why you decided the way you did.
4. If your decision is not unanimous, reserve a section of your collage for dissenting opinions.

GROUP DISCUSSION CASE STUDY:

1. Break the class into small discussion groups with five or six students in each group.

2. Have each group select a judge and a secretary.

3. The judges form a group at the front of the room.

4. Present the facts of the case to the class as a whole.

5. Allow ten minutes for the group to arrive at a decision which will be written down by the secretary -- giving the rationale.

6. Each group states its decision and rationale as the others listen.

7. The judges then decide which solution they like best and give reasons for their preference.

8. The decision of the majority of the judges would decide the case.

9. If the case was a real case, compare the decision of the judges with the historical decision.

LEARNING STATIONS CASE STUDY: See Strategy No. 27

CONTEMPORARY CASES: Newspapers and magazines are a rich source of additonal material appropriate for the case study method. Periodicals can be used to illustrate and update legal concepts. The discussion of a contemporary issue often requires the most critical thinking since the topic is timely and truly open ended. The same general questioning pattern may be used.

STRATEGY NO. 20 -- THE MOCK TRIAL

WHY?

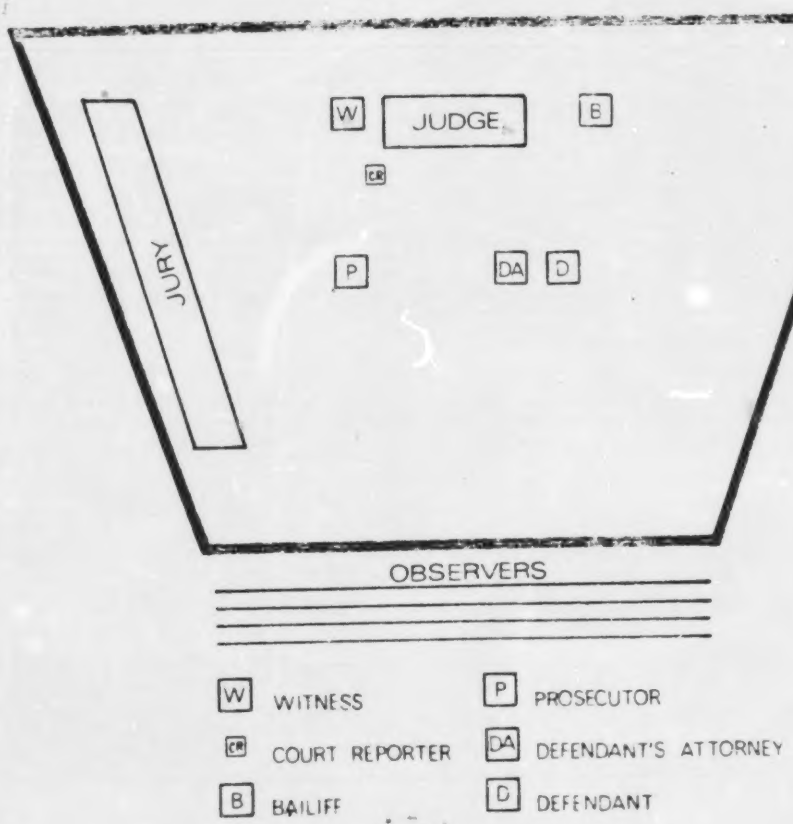
A mock trial allows students to gain first-hand experience in trial procedure. Students assume roles, apply information already learned, and solve problems in the court setting. It also may serve as an evaluation tool.

HOW?

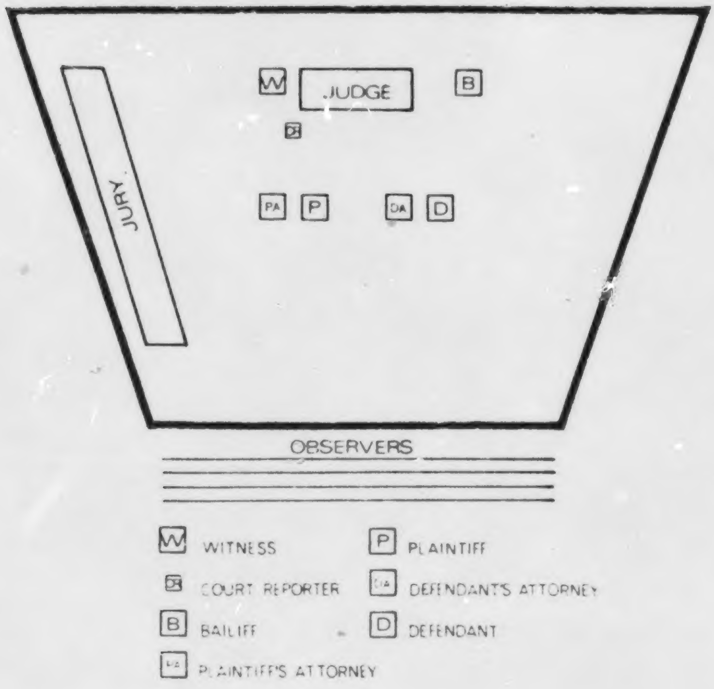
The information below outlines the procedure for conducting a mock trial for either a civil or criminal case. Mock trials are most successful if introduced after students have gained some understanding of legal procedure. The time needed for a mock trial will vary according to the teacher's purposes. Adequate time must always be reserved for preparation and debriefing, if maximum results are to be obtained.

Diagrams of a civil courtroom, a criminal courtroom, and a juvenile courtroom are included. These may be useful in setting up a classroom courtroom and in discussing and comparing the participants and procedures in each type of trial.

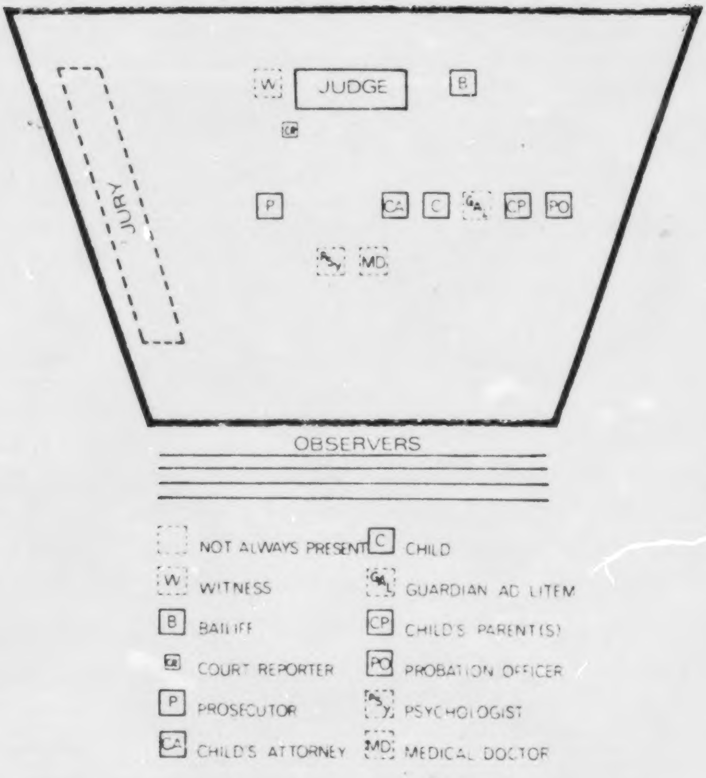
CRIMINAL COURTROOM


W
JUDGE
B
CR
JURY
P
DA
D
OBSERVERS
W WITNESS
CR COURT REPORTER
B BAILIFF
P PROSECUTOR
DA DEFENDANT'S ATTORNEY
D DEFENDANT

CIVIL COURTROOM


W
JUDGE
B
CR
JURY
PA
P
DA
D
OBSERVERS
W WITNESS
CR COURT REPORTER
B BAILIFF
PA PLAINTIFF'S ATTORNEY
P PLAINTIFF
DA DEFENDANT'S ATTORNEY
D DEFENDANT

JUVENILE COURTROOM


W
JUDGE
B
CR
JURY
P
CA
C
GAL
CP
PO
PSY
MD
OBSERVERS
NOT ALWAYS PRESENT
W WITNESS
B BAILIFF
CR COURT REPORTER
P PROSECUTOR
CA CHILD'S ATTORNEY
C CHILD
GAL GUARDIAN AD LITEM
CP CHILD'S PARENT(S)
PO PROBATION OFFICER
PSY PSYCHOLOGIST
MD MEDICAL DOCTOR

PROCEDURES FOR CONDUCTING A MOCK TRIAL

Mock Trial Participants

1. The Judge, to be elected by the class. This position is the most difficult and bears the most responsibility of any in the class. The Judge must be able to evaluate both sides in a debate over procedures or points in testimony and be able to decide quickly and firmly on points of conflict. He must be respected, in order to keep the court in its proper decorum, and he must be able to keep out of the ensuing court battle except in cases in which he is called upon to decide. Finally, after the attorneys make their closing arguments, he must be able to instruct the jury on principles of laws and their application to the facts which they have to decide. If the class decides to publish a class newspaper, the judge must also be familiar with the laws involving press coverage.

2. Prosecuting attorney, to be elected by the class. The prosecuting attorney must build a case which shows the defendant is "guilty beyond a reasonable doubt" in a criminal case; or in a civil case, he must prove the case by a "preponderance of the evidence." This means the greater weight of the evidence.

3. Defendant's attorney, to be elected by the class. The defendant's attorney must "shoot holes" in the prosecuting attorney's witnesses by showing them to be unreliable, illogical, or contradictory to other witnesses' testimonies. If he can create reasonable doubt in a criminal case in the minds of the jurors, his client will not be found guilty. In a civil case, he must show the plaintiff does not have the greater weight of the evidence supporting him. His case, also, must be built around the questioning of witnesses (direct and cross examination). He may not assert or accept opinion except in his closing argument.

4. Attorneys' assistants, chosen by each attorney. The assistants confer with their attorneys, their witnesses, and provide legal aid (and moral support) during the trial. They may not discuss the case with anyone other than their attorney. The number of assistants depends upon the size of the class.

5. The Recorder and the Clerk (the same person), elected by the class. As Clerk, he opens court and swears in witnesses. As Recorder, he operates the tape recorder and keeps a record of the numbers of the tape when each witness begins and ends testimony. The job is important because attorneys and Judges may request testimony previously given in a disagreement over conflicting statements.

6. The jurors, selected by the attorneys from the rest of the students. Those not chosen may be used as witnesses. If fourteen are questioned, each attorney has four peremptory challenges (for six-person jury). The jurors cannot take notes, ask questions, react excessively, or discuss the trial with anyone for the duration of the trial. It is most important that the last requirement be followed. Also, the jurors must follow the Judge's instructions (charge) at the conclusion of the presentation of the cases. During the deliberation session, the jurors are not to relate personal experiences or personal knowledge to the class. They are not supposed to think in terms of the product of their decision (the penalties involved); instead, the jurors are to evaluate the facts placed before them by the attorneys and decide based on those facts. At the beginning of the deliberation, the jurors are to elect a foreman who will conduct the voting of the jurors, and report the verdict to the Judge.

7. The defendant, the victim-complainant (if the case calls for one), and other witnesses to be decided after the facts of the case are decided. The defendant and the victim-complainant function as witnesses; all witnesses must adhere to the facts of the case. They cannot contradict the facts.

Optional Participants - Classroom Newspaper Coverage of Trial

1. Students who wish to publish a newspaper should be selected prior to the trial so they may study the legal issues and be familiar with the problems in covering a trial.

2. The newspaper editors should meet with the judge and lawyers to explain the type of coverage they are planning and to hear the limitations the judge may place on the press.

3. Reporters should interview the lawyers, police, etc. prior to the trial and write stories.

4. A paper may be published (mimeographed or any form) for each day the trial is in session.

5. Use imagination. Reporters may write other stories related to classroom procedures or make up stories comparable to those found in a daily paper. Make sure, however, that fact is distinguishable from fiction.

Ground Rules

1. Each witness must be sworn in before taking the stand.

2. Questions for examination of witnesses must be carefully planned.

3. Grounds for objections are:

    a. Witness is incompetent
    b. Question is irrelevant
    c. Attorney is badgering the witness
    d. Attorney is leading the witness

   Judge must rule on the objection by sustaining it or denying it.

4. The cross-examination: the attorney tries to discredit the witness' testimony, but questions must be confined to the testimony introduced by the preceding attorney. The cross-examiner may "lead" a hostile witness, if he knows the witness is hostile (Judge must decide).

5. After the attorneys make the statement, "Your Honor, I rest my case," they may not call other witnesses. In civil case, plaintiff closes, defendant closes.

6. Time demands that redirect and recross be limited to one time only.

7. OPPOSING ATTORNEYS MAY NOT SPEAK DIRECTLY TO ONE ANOTHER DURING THE TRIAL (Such as arguing).

8. All remarks must be addressed to "Your Honor." If a disagreement arises, the Judge should ask the attorneys to "approach the bench." After hearing the objections of each attorney, the Judge makes a decision which must be accepted bythe attorneys without further comment.

9. Each attorney will inform the other attorney of the witnesses that he intends to call.

10. All testimony must be in accord with "the facts" set up for the Mock Trial. However, use your imagination. Additional testimony may be introduced as long as it does not contradict "the facts."

11. The Defense Attorney may not put a witness on the stand whose testimony directly contradicts that which has already been given under "oath."

12. The Prosecution must skillfully weave a web of circumstantial evidence. He may not put a witness on the stand to say: "I saw him kill (or whatever) the victim."

13. Because of time limitation, presentation of each side's case should be limited to a day and a half (1½ class periods).

PROCEDURES (CHECK WITH COUNTY)

1. After a classroom unit on the judicial system, invite a speaker to lecture on the specifics of conducting a trial, such as choosing a jury, peremptory challenges, how to get an exhibit introduced into evidence, what the basis for objection can be, the admissibility of lie detectors, psychological tests, etc.

2. The class votes on two attorneys, a judge, and a recorder-clerk. The attorneys choose their assistants who will help them build their cases, prepare witnesses, etc.

3. A committee of volunteers meets to draw up the facts of the case which will be tried.

4. The instructor meets with the judge, attorneys, and their assistants. The case is read (changes agreed on by both attorneys may be made). It is decided which attorney will be the Prosecutor and which will be the Defense and procedures will be discussed.

5. One day is devoted to choosing a jury. Each student who is not already involved is questioned as a prospective juror. Those not chosen may be used as witnesses. Each attorney has some peremptory challenges.

FORMAT: The ________________ District Court of the State of Texas is now in session. The Honorable Judge ________________ presiding. Will everyone please rise.
Judge enters, taps gavel, and says, "Be seated." Judge explains to the prospective jurors that they may or may not be selected in the case. Also, he makes a brief statement of the facts involved, so the prospective jurors are acquainted with the case in order that they may intelligently answer questions put to them by the attorneys. The Judge instructs the Clerk to call the first prospective juror. Each prospective juror (and witnesses later in the case) is administered the Oath by the Clerk:

Raise your right hand (left hand is placed on the "book"). Do you swear that the testimony you are about to give is the truth, the whole truth, and nothing but the truth? (Answer: I do). Be seated please.

Prospective juror is questioned first by the Prosecuting Attorney and then by the Defense Attorney.

Sample questions:
State your name, age, and occupation.

Are you acquainted with the defendant or his attorney?
Do you know the facts related to this case?
Have you formed an opinion in this case?

Either attorney may challenge a prospective juror for cause, such as:

Your Honor, I challenge this juror because he is clearly prejudiced against the defendant. Some jurors (number to be decided before voir dire) may be excused on the basis of peremptory challenges (no reason given by attorney).

6. After the jury of (6) (12) persons is chosen the trial begins. In a criminal trial, the judge calls for the reading of the indictment by the prosecuting attorney before asking for the opening statement.

INDICTMENT (CRIMINAL)

In the name and by authority of the State of Texas, the Grand Jurors, duly selected, organized, sworn and impaneled as such for the County of ____________, State of Texas, in the _______ (year) term, of the district court of said county, upon their oaths present in and to said court that on or about the _______ day of _________, AD 19____, in the county and state aforesaid, and anterior to the presentment of this indictment, one_______ did then and there voluntarily and with malice aforethought ____________________against the peace and dignity of the State.

signed: ______________________________
Name of Foreman of Grand Jury

There is no indictment in a civil case. The trial begins with the opening statement by the plaintiff's attorney.

7. Opening statements, which are confined to the facts the attorney intends to elicit in obtaining evidence, are made by each attorney to the jury. Prosecutor is first.

8. After the opening statements:

Judge: Is the Plaintiff's Attorney (in civil case) or Prosecuting Attorney (state in criminal case) ready?

Attorney: I am, Your Honor.

Judge: Is the Defense Attorney ready?

Attorney: I am, Your Honor.

Judge: Will the Prosecuting (Plaintiff's) Attorney call his first witness?

Each witness is sworn in before taking the stand.

9. Examination of witnesses by Plaintiff's (civil) or State's (criminal) attorney must be carefully planned (each question). The witnesses must testify to matters of fact, those things which they actually saw, heard, touched, or smelled. He cannot give opinion or relate hearsay, which is what a third party has told him about the parties in the action. The attorney cannot ask leading questions of his own witness. Authorities who are especially qualified to state opinion may do so.

10. Cross-examination of witnesses by Defendant's lawyer must try to discredit the witness' testimony introduced by the preceding attorney. The cross-examining attorney may ask leading questions for the purpose of obtaining information the witness might have otherwise tried to ignore. Also, the attorney may try to bring out prejudice, bias, or contradiction in the testimony by the witness. Plaintiff's (State's) attorney may object on the basis that questions do not deal with facts touched upon in direct examination as well as previously mentioned basis of objection.

11. Redirect (only one allowed because of time): covers new matters brought out by the cross-examination and tries to rehabilitate the validity of the witness' testimony.

12. Re-Cross (only one allowed because of time) attempts to clarify or reiterate essential points of testimony if necessary.

13. After all witnesses for the Prosecution (Plaintiff) are called, the Prosecution says, "Your Honor, I rest my case."

14. Defense calls his first witness. After the same procedure which is stated above is followed with the defense witnesses, Defense rests.

15. Each attorney presents his summation speech to the jury (Defense first, Prosecutor or Plaintiff's attorney last.)

16. Judge gives Charge to the jury. The charge states the issues in the case, tells the jury what it must decide as to the issues. Also, the Judge explains what the jury is to do when they leave. They must first elect a foreman and then reach a decision based upon the judgment of each individual juror.

17. Jury retires to deliberate. While Jury is reaching a verdict, class members could write an evaluation. Jury returns a verdict in written form to the Judge, who reads the verdict.

STRATEGY NO. 21 -- DIALOGUE DEBATE

WHY?

The dialogue debate provides a structure discussion of a controversial topic. More than a regular debate, the dialogue debate encourages students to examine many arguments from each point of view.

HOW?

The teacher should select four students or four teams for each debate. After the students have had enough preparation time, the debaters should conduct their debate before the other members of the class who will have opportunities to question the debaters after the completion of two or more rounds. Round I is begun with a spokesperson from one side developing one argument. The teacher should listen and, when one point has clearly been made, the teacher should stop the speaker. At that time a spokesperson from the other side must pick up the first point presented, refute it to the best of his ability and continue to develop a new point in favor of his side's position. Once again the teacher should stop this second speaker as soon as the speaker has developed a new idea. The first side then must respond and develop a third idea. The same pattern should be followed with each round consisting of statements from each student or team. Depending upon the complexity of the topic and the amount of preparation, only two or more rounds may be needed. At the end of the last round the audience should be encouraged to ask questions and offer additional points. The debaters may ask for a vote from the audience to determine the winning side.

STRATEGY NO. 22 -- STRUCTURED DISCUSSION

WHY?

These techniques facilitate discussion by focusing attention on specific questions or issues and involving more students in a blanced examination of a topic or concept.

HOW?

Several variations of directed discussion may be used, including the following:

SERIAL STORY: Select a narrative involving one or more legal issues. Break the story into segments. Each segment should raise a legal point to be discussed or a decision to be made. Consider only one segment at a time. Conclude with an examination of the final conclusions in light of the discussion which preceded.

ROTATION DISCUSSION: To insure maximum participation in a discussion, code questions to be discussed. For example, number or letter each question and assign corresponding letters or numbers to students. The students who are assigned a particular letter or number will be the first to respond when their question is raised. This technique works well with the serial story.

DISCUSSION SHEETS OR CARDS: Introduce a topic or problem. The source may be a story, a film, a tape, etc. Divide the class into groups of 3 or 4. Hand each group a card or sheet with specific questions to be discussed. The questions may be the same, or each group may be given questions dealing with one aspect of the problem or situation. The groups should work toward consensus. Conclude with a report from each group. Allow time for minority dissents to be discussed. Try to reach a class consensus.

PROGRESSIVE LISTENING: This activity is designated to enhance discussion and improve listening skills. The group leader makes or presents a "devil's advocate" statement to the group and asks for a response. The speaker is free to agree or disagree so long as he gives a reason for his position. The discussion continues with a response by another group member, but before the speaker can respond he must summarize what the former speaker said to the former speaker's satisfaction. The discussion continues in this way. Speakers may volunteer or each person may be asked to respond (though anyone should be free to pass if he chooses). The class may be divided into groups for the activity if the group is large.

SPOTLIGHT: This strategy is a useful discussion tool as well as a listening skill builder. It allows each student to have the undivided attention of his partners, to serve as a listener and clarifier, and to be an observer of the discussion process.

Divide the class into groups of three. Have the students arrange their chairs in a circle. Assign each member of the trio a role as the responder, the clarifier, or the summarizer. Tell each student that during each round, he will play a role. Describe each role as follows:

The Responder: Listens to a statement by the teacher and has two minutes (or whatever time is appropriate) to respond without interruption.

The Clarifier: After listening to the responder, ask clarifying questions (approximately two minutes). The clarifier cannot interject his own thoughts at this time.

The Summarizer: Listens to both of his partners and at the conclusion of their discussion, gives feedback on the process involved by indicating whether they fulfilled their roles and by giving examples.

STRATEGY NO. 23 -- QUICK SURVEY

WHY?

This strategy allows the teacher and all class members to observe the range of attitudes within the class.

HOW?

Prearrange a distinct visual signal for each of five positions: strongly agree, agree, no opinion, disagree, strongly disagree. The teacher then makes a statement which requires an expression of opinion. The students are instructed to think about their answer and at a given signal to vote.

This strategy should be followed with open interviewing, Strategy No. 7, to allow students to elaborate on their positions.

STRATEGY NO. 24 -- FIELD TRIP

WHY?

To provide first-hand learning experiences which help students relate the classroom study to actual community models.

HOW?

Before planning any field experiences, the teacher should clearly understand the local school or district's rules and regulations regarding field trips. The building principal usually will have this information or can direct teachers to the proper source.

The field trip should be planned as an intergral part of the unit of study and may be successfully used at different times depending upon the teacher's purpose. For example, a field trip may be used to introduce a topic thereby stimulating interest in the proposed course of study. It may be used during the course of study to provide additional information or experiences not available through other sources. It can also serve as a final activity enabling students to compare the classroom experience to the reality of people and institutions in action. A successful field trip requires very careful planning. The teacher should discuss with the students the purpose of the field trip, the expected results, and what may be observed. In addition, the students should understand the mechanics of the field trip as well as appropriate dress and behavior.

Following the field trip, the teacher should plan questions and activities which relate the field experiences to the unit of study.

STRATEGY NO. 25 -- RESOURCE SPEAKER

WHY?

To give students opportunities for face to face contact with people who can give first-hand information about the subject under study.

HOW?

Before inviting any guest speakers, the teacher should fully understand the local school or district's policies regarding guest speakers. The building principal will usually have this information or can direct teachers to the proper source.

Ordinarily a guest speaker will be making some special efforts to come to the classroom; therefore, the guest speaker should be extended special courtesy. For example: arrangements should be made for parking, someone to meet the speaker, guide the speaker to the room, and see that the speaker is escorted out of the building.

The use of the resource speaker is most successful if the teacher makes careful plans for the visit. Prior to the visit the person should be contacted and briefed. Briefing might include an explanation of the objectives for the visit, characteristics of the students, and how the topic has been treated thus far in the course of the study.

The teacher should discuss with the class the reasons for inviting the speaker, the kinds of information the speaker may be expected to bring, and the kinds of questions the students may wish to ask.

Following the visit the teacher should plan questions and activities which relate the information brought by the speaker to the unit of study.

STRATEGY NO. 26 -- MUSIC, POETRY, AND THE LAW

WHY?

To encourage students to synthesize learning regarding a legal concept such as Separation of Powers.

HOW?

1. Divide the class into groups of 3-5. Give each group a sheet of paper, marking pens, and the following instructions:

   --You will be given a sheet of paper with 10 words on it. You are to use these 10 words in composing two poems, one about the unity of government and the other about the divisions found in government.

   --There is an additional instruction on your sheet that is to be incorporated in your poems. (Either to praise, to mourn, to satirize, to pray for, or to petition).

   --Write poems on the big sheets.

   --Be prepared to give poems to group either in song, choral readings, or solo reading with "background."

2. Sample words:

   Mr. President
   jurisdiction
   equitable
   The Honorable, Mr. Chief Justice
   the White House
   justice

   legislature
   unconstitutional
   absolute
   illegal
   Nine Old Men
   Capitol Hill
   balance

   lesser courts
   power
   check
   reasonable
   appoint
   elect
   Burger

3. Encourage students to write original musical compositions or original lyrics for a familiar tune. If they choose to write a poem, suggest background music or sound to add drama to the presentation. The activity will be most successful if the teacher can set the stage for a full scale production.

4. Have each group present its original composition for the class and follow with a group discussion. The following types of questions are suggested:

   a. What was the song or poem about?
   b. What did the group have to say about the topic?
   c. What kinds of feelings were created? How was this accomplished?
   d. How did these impressions agree with what you, the creators, intended to convey?
   e. Do you agree or disagree with what the group had to say about its topic? Why?

STRATEGY NO. 27 -- LEARNING STATIONS

WHY?

To provide an opportunity for students to participate in direct study in a structured learning environment. This type of activity has the added advantage of allowing students to move about the room freely while still providing a sense of direction. Learning Stations can be used to gather information during a unit of study or to synthesize learning at the conclusion of a unit of study. The activity may also be used as a test.

HOW?

1. Develop a series of specific tasks related to the topic being studied. Each task should be an independent activity so that the students may proceed through the stations at random.

2. Have each student select a partner (groups of three may be used also).

3. Set up stations around the room with one task at each station.

4. Instruct each team to go to a vacant station and complete the specified activity.

5. After the completion of the activity, the team should move on to another station. If all stations are filled, the team members could use the time to reevaluate their solutions to the completed tasks.

6. At the conclusion of the activity, the class should discuss each station, allowing each team to report on its decision or solution. The types of questions to be asked will depend upon the nature of the learning experience.

(reprint permission for Handbook of Strategies received from Law in a Changing Society, Dallas, Texas)

APPENDIX XIII

FACT SHEET

In the year 2000, the world ran out of oil and gasoline. All cars, trucks, trains, and planes could not move. All factories had to close down. Suddenly, millions of people all over the world were without work. With no work, they earned no money. Soon there were millions of hungry people. They began fighting for every scrap of food. Civil wars broke out in every nation.

The U.S. decided to get a group of students together and take them out of the country by ship. The U.S. wanted to save their lives.

For a while, the ship carrying the students sailed smoothly. But a few weeks later, a storm came up. The ship hit a large sandbar. It started to sink. The students got into lifeboats. They swam to an island.

When they got to the island, the students listened to their transistor radios. They learned that their homes had been destroyed.

They learned that hunger and disease were spreading all over the world. They decided to spend the next 10 to 15 years on the island. They named the island Terra.

The students are the only people on Terra. The island is very beautiful. There are plenty of coconuts, bananas, and other fresh fruits to eat. There are fish in the waters to catch. There is fresh water to drink in the hills. The average temperature is 80 degrees.

CAN YOU LIVE ON TERRA?

Suppose that the students in your class are the young people on Terra. You have escaped the hunger, disease, and violence of the world But you have a lot of work to do if you want to survive on Terra.

Every day brings a new problem. So this game is divided into days. You may want to divide your class into groups. Then each group can work on a different problem. Or you may want to choose people to act out the parts of the young people on Terra. Then your entire class can listen and decide how to solve the problem.

Remember, there are no right or wrong answers. Only you can decide the rules you will live by on Terra.

DAY 1

LARRY: Now that we are all together, we must choose a leader. We need someone to make decisions. We need someone to tell us what to do so that we don't all die here.

SARAH: But, Larry, we know what we have to do. We know we all have to work together to build homes, find food, and everything. We don't need a leader to tell us that.

SAM: We need a leader who can tell each one of us what our job will be. We won't get anything done without a leader.

ALICE: We are all the same here on Terra. We don't want some people to be leaders and some people to be followers. Why don't we choose a new leader every day, or every week? That way, one person won't get more powerful than everyone else.

SARAH: I still say we don't need a leader at all. Why don't we just choose someone to be in charge of building homes. And someone else to be in charge of building a fire. And someone else to be in charge of getting food.

LARRY: That's no good. I want to be leader. Anyone who wants me to be the leader, follow me!

This is a serious problem. Do you need a leader or not? You must decide. Make two lists. On one list, write down all the reasons you can think of for having a leader. On the other list, write down all the reasons for not having a leader. If your class decides you need a leader, then you must decide how to choose one. Your class must solve this problem as quickly as they can!

DAY 2

ALICE: Someone has been leaving banana peels by the main camp fire. We need a law against people who litter.

BOB: That's right. We don't want pollution on Terra. We need a law against littering.

SARAH: Are you crazy? We don't want any laws like that. We don't want any laws at all. Once you start making laws, you can't stop. First thing you know, everything is against the law.

ALICE: We have to have laws. But the problem is, how will we enforce the law. Maybe we need to assign some people to be police.

BENNY: No, we don't need police. Not on Terra. If we draw up a list of laws, we will all obey them. Those who don't obey the laws will be punished by all of us.

SARAH: Maybe we just need laws about important crimes -- like murder or stealing. Maybe we should just have a few laws against big crimes like those.

Now you must solve this problem. Do you need laws or not? If so, what laws? Who will make the laws? How will you enforce the laws? You must decide. After you decide, act out what happens next to the litterers.

DAY 3

There is much work to do to keep your group together -- and to stay alive. For example, some sort of shelter must be built. What other jobs must be done during your first few months on Terra? Make a list of all the jobs you can think of.

DAY 4

SAM: I am marking off this part of the beach. This is my land.

LARRY: If you're taking part of the beach, I want that hill over there. I claim it. It's mine.

ALICE: Wait a minute! Stop! We all own this whole island together. Let's not divide it up. There isn't enough good land to give everyone an equal share. So some people won't get any land at all. That will only lead to fights and trouble!

SAM: No. I want my own property. I may have kids some day. I want something that I will be able to pass down to them. I want something I can call mine. Something I can be proud of!

SARAH: But the whole island is yours. Let's all enjoy it together.

You must decide what to do about property. Should everyone own the entire island together? Should you divide it up? If you do divide it up, some people will not get good land. Where will they live? Will they have to work someone else's

175

land in exchange for living on it? Will they have to pay rent for land they use? You must decide how to solve this problem.

DAY 5

SARAH: Mmm, those oranges you picked look great, Larry. Can I have one?

LARRY: I'll trade you an orange for one of those coconuts you pulled down.

SARAH: Are you kidding? One coconut is worth at least four oranges!

LARRY: I'll give you two oranges for one -- no more.

BOB: Does anyone want this rope I made? I'll take 10 coconuts for it.

SARAH: Ten coconuts? How about five coconuts and these bowls I made?

BOB: Bowls? I don't want bowls. I want coconuts.

LARRY: You know what we need? We need money. It's too hard to trade stuff all the time.

SARAH: Oh, no! I'm glad we don't have to worry about money on Terra.

BOB: We have to have money, Sarah. If I make a rope, I should be paid for it. Then I'd have the money to buy your bowls.

SARAH: No. We all work for the fun of it and because we have to. We don't need money as a reward. We will share everything.

LARRY: I don't agree. Money isn't a reward. It's a way to help us trade the things we grow and make. The person who works the hardest should get the most money. It's only fair. If we share everything, some people won't work at all.

SAM: Money only leads to stealing. We don't want rich people and poor people on Terra. We all want to be the same.

BENNY: That's stupid, Sam. If we don't have money, people will just steal the goods we grow and make. We need money. I won't work unless I get paid for it.

You must decide what to do about this problem. Should you have money or not? What problems would you have with money? What problems do you have without money? If you decide to have money, who will get the money? Will everyone get the same amount each week? What will you use for money? You must decide.

DAY 6

Five members of your group disagree with the decision you made about money. They say they will not go along with your decision. You must decide what to do about them. Should they be put in prison? Should you just leave them alone? You must decide.

DAY 7

You have been on Terra for nearly a year. Everything has been going smoothly. Then one day, three boats appear. A group of 20 people have come to Terra. You greet them.

"We are going to live on Terra," their leader says. "But we do not wish to live with your group. We want to stay by ourselves. We can live in peace. Just give us half of the island."

"No," you say. "We don't think there should be two groups on Terra. We welcome you. But you must live and work with us. We have worked hard here. We don't want to give away half of our island. Stay with us."

"No," their leader says. "We don't want to be with you. If you do not give us half of Terra, we will fight you for it!

You must solve this problem. Do you give them half of Terra? Do you try to talk them into staying with you? Do you have a summit meeting -- leader talking to their leader? Or do you go to war to keep them from taking half the island? You must decide. Then act out what happens next.

APPENDIX XIV

The following examples of Diamante were written by 5th grade students of Diane Gray, Sheddeck Elementary School, Yukon, Oklahoma.

SLAVERY

Dayna Dunbar
Tom Irvin

Black
slaves, segregated
worked, owned, mistreated
plantation, ku klux klan, wealthier, free
integrated, owning, educated
freedom, rights
white

EQUALITY

Cindy Davis

Slavery
cruel, harsh
ruled, commanded, owned,
Master boss, independence, free
unowned, loved, happiness,
happiness privileged
Freedom

SLAVERY

April Brooks

cruel, chained
working, laboring, bossed
plantation, master, free, independent
liberated, nonrestrained, unleashed
rights, privileged
Freedom

APPENDIX XV

THE RABBIT AND THE WOLF

WOLF: Help! Help!

RABBIT: (He looks around.) Someone needs help. But where is he? (He finds the wolf on the ground under a big stone.)

WOLF: Please take this stone off my back. I promise not to hurt you.

RABBIT: It's very heavy, but I will try. (He pulls and pulls. At last he pulls off the stone. The wolf jumps up and catches him.)

WOLF: Now I am going to eat you!

RABBIT: Please don't eat me. I helped you, and now you want to eat me. That's not fair!

WOLF: But I am very hungry, and wolves eat rabbits when they are hungry.

RABBIT: Please, let us ask the duck. He is fat and he is very wise. He will be a good judge.

WOLF: All right, but we must hurry. I am very hungry. (They find the duck and tell him their story.)

DUCK: But I don't understand. Can you show me just what happened?

WOLF: Yes, come along. But hurry, or I will eat you, too.

RABBIT: The wolf was lying there, with the stone on his back.

DUCK: That big stone -- and you pulled it off? I can't believe it. Show me. (The wolf lies down. The rabbit pushes and pushes until the stone is one the wolf's back again.)

WOLF: I was just like this. Now, Rabbit, take it off again.

DUCK: Wait a minute. Let me think. Rabbit helped you, and then you were going to eat him? That's not fair!

RABBIT: Shall I leave the stone on his back?

DUCK: Yes. We will see if anyone else helps him. And the next time, Mr. Wolf, remember to be kind to those who help you.

The duck and the rabbit walk away.

APPENDIX XVI

RACKETY
THAT VERY SPECIAL RABBIT

Hush and Shush were quiet as clover. But Rackety Rabbit made noises. Sometimes he thought about things.

RACKETY: I am special. I have fur. I have a soft, hairy coat.

HUSH: So do I.

SHUSH: So do I.

RACKETY: We are all special

Rackety jumped in the air. He sent stones rolling.

RACKETY: Bears have hair, and cats have hair. Even dogs and bats have hair.

He went slam-banging across the field.

RACKETY: We are special, special, special!

SQUIRREL: How so?

RACKETY: We have soft hairy coats.

SQUIRREL: Yes, we do.

And he went with Rackety feeling very special. They met a chipmunk.

RACKETY: We are very special.

CHIPMUNK: How so?

RACKETY: We have soft, furry coats.

CHIPMUNK: Yes, we do.

Off he went with Rackety and squirrel. Rackety was thinking. He bumped into a tree.

CROW: Hi!

RACKETY: Hi, we are feeling very special.

RACKETY: Hi, we are feeling very special.

CROW: You must think you have feathers.

He spread his wings and flew away. Rackety and his friends sat on a log. Birds sang in the trees.

RACKETY: Feathers! That is something to think about.

A garter snake came by.

SNAKE: Hi!

RACKETY: Hi! We are feeling very special.

SNAKE: You must think you have scales.

And he went under the log.

RACKETY: Scales! That is something to think about.

Rackety, squirrel, and chipmunk went to the pond. They looked at themselves in the water. Yes. No doubt about it. They had soft, hairy coats. But they were beginning to wonder. A frog surprised them. He jumped out of the pond.

RACKETY: Do you think fur is special?

FROG: Oh, my, no. I am in skin.

And he dove back into the pond. Rackety went home.

HUSH: Where have you been?

RACKETY: I have been seeing things.

SHUSH: Good. Now you have something to think about.

Rackety thought. Suddenly Rackety had a happy thought. Off he went to tell his friends.

RACKETY: Fur or feathers, scales or skin. It doesn't matter what you're in. YOU ARE SPECIAL!

Rackety kicked an acorn over the fence, and went to see something more. And to think about it.

APPENDIX XVII

The Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Massachusetts 02155
Elementary Law Program
American Bar Association Program - Atlanta, Georgia
February, 1973

25 January 1973

THE BUCKLE GAME

Based on the Three Rules' Games Developed by Bob Portune in Cincinnati

Game I Pass out the buckles to each of the participants. Tell them to play. Watch the individuals as they try to figure out the purpose of the game, to develop their own games, or to question what to do. Stop at this point and ask them what's the matter. Discuss the idea that a game must have a purpose and certain rules and structure for everyone to follow.

Game II Solicit rules for Game I from the group, taking as many as you can, and list them on the backboard. Watch the participants as they see that the rules contradict each other and get more difficult to follow. After the rules are written, have them play the game now that they have rules. They will try to follow the rules but reach a frustration point. Then stop and discuss the problem that too many rules cause, and what kind of rules you need to play a game.

Game III Ask the group to pass all the buckles to one chosen person in the class. Then declare that person the winner. Question: Does this bother anyone? Discuss the arbitrary decision on the part of the teacher and how arbitrary rules are unfair, etc.

Game IV Divide the group into equal teams for a relay race. Tell them that they have been complaining about the rules of the other games, so that now you will give them a purpose and definite rule. Tell them to pass the buckle back over their shoulder all the way down the line and that the first team to reach the end wins the game. Start them, but as they reach the middle of the line stop them and tell them that you forgot one rule. Make up another rule and start them again. Repeat this procedure a couple of more times, until they reach a frustration point. Then ask them to discuss what is wrong with these kinds of rules. (You can get into a discussion of ex post facto laws, if you desire.)

Teacher discussion afterwards can also bring out the fact that we too must be aware of the kinds of rules we make in the classroom. That life has to have clear rules, understood by all beforehand, and fair to all involved.

APPENDIX XVIII

NO VEHICLES IN THE PARK

The town of Beautifica has established a lovely park in the city. The city council wished to preserve some elements of nature, undisturbed by city noise, traffic, pollution, and crowding. It is a place where citizens can go and find grass, trees, flowers, and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park the following sign has been posted:

NO VEHICLES IN THE PARK

The law seems clear but some disputes have arisen over the interpretation of the law. Interpret the law in the attached cases keeping in mind the letter of the law as well as the intent of the law.

1. John Smith lives on one side of the town and works on the other side. He will save 10 minutes if he drives through the park.

2. There are many trash barrels in the park so that people may deposit all litter there, thereby keeping the park clean. The sanitation department wants to go in to collect the trash.

3. Two police cars are chasing a suspected bank robber. If one cuts through the park, he can get in front of the suspect car and trap him between the patrol cars.

4. An ambulance has a dying car accident victim in it and is racing to the hospital. The shortest route is through the park.

5. Some of the children who visit the park want to ride their bicycles there.

6. Mrs. Thomas wants to take her baby to the park in his baby buggy.

7. A monument to the town's citizens who died in the Vietnam War is being constructed. A tank, donated by the government is to be placed beside the monument.

8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.

APPENDIX XIX

WILLIAM ALDRED'S CASE (1610)

William Aldred owned a house and the land it was on in Harleston in the county of Norfolk, England. His house was placed on his property so that his entrance hall and living room faced his neighbor's property and was separated from it by a two foot strip of land. His neighbor, Thomas Benton, had an orchard on the land adjoining William Aldred's house. In the spring and summer of 1610, Thomas Benton built a large wooden structure, facing Aldred's living room and separated from it only by the two feet of land owned by Aldred. Benton then used the building "as a hogstye for the pigs in his orchard." Benton's pig pen blocked the light and view from Aldred's living room and "the stench and unhealthy odors emanating from the pigs drifted on to Aldred's land and premises." Aldred, his family, and friends could not use the entrance hallway nor the living room without being annoyed by the smell created by the pigs living two feet away.

APPENDIX XX

VOCABULARY

counsel
civil case
criminal case
appellate
jurisprudence
defendant
prosecution
plaintiff
bailiff
certiorari
jurisdiction
evidence
peremptory challenge
challenge for cause
verdict
issue
voir dire
sequestering
change of venue
bail
plea bargaining
double jeopardy
habeas corpus
arraignment
admissible
appeal
attorney
client
closing argument
cross-examination
damages
deliberations
direct examination
felony
instruct
lawsuit
misdemeanor
mistrial
oath
parties
public defender
subpoena
trial

APPENDIX XXI

INSTRUCTION: For each of the following statements, put a check (✓) in the column which corresponds most closely with your opinion.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	In a court of law, the defendant is always treated justly.					
2.	Trial by jury should be abolished.					
3.	A person is always considered innocent until proven guilty.					
4.	The more money you have, the more likely you are to be proven innocent.					
5.	Everyone should be required to serve on a jury at least once in his life.					
6.	Courts are too lenient with criminals.					
7.	People who have low IQ's should not be allowed to serve on juries.					
8.	In the United States, every defendant who requests a jury trial is actually tried by his peers.					
9.	All judges should be elected by the people they serve.					
10.	People who do not agree with the outcome of their trial should only be allowed to appeal their case one time.					
11.	The news media should be allowed to cover all trials without restriction because the Constitution guarantees the right of freedom of the press.					
12.	Courts usually see that justice is served.					
13.	People charged with serious crimes should not be allowed out on bail.					
14.	Most trials should take place without a judge since his role is only to umpire the proceedings.					
15.	The judicial system in the United States is probably the best system which has ever been developed.					

APPENDIX XXII

OPINION POLL--JUSTICE AND THE BILL OF RIGHTS

Answer the following -- "definitely yes," "yes,"
"sometimes," "no," "definitely no"

1. Any type of group should be allowed to protest against the government if there is no danger of violence involved.
2. A man should be tried until he is found guilty of a crime if new evidence appears after the trial is completed.
3. The judge in a trial always wants the jury to find the accused person guilty.
4. There are too many laws.
5. Laws are not fair.
6. "Weirdo's" should not be allowed to give speeches in public.
7. People who have low intelligence scores should not be allowed to vote.
8. People who have and practice strange religions should not be allowed to practice or recruit people in our country.
9. If a person is suspected of committing a serious crime, the police should be able to hold him until they have provided enough evidence to convict him of the crime.
10. If a person accused of a crime is too poor to pay for a lawyer, the public should provide him with a state's lawyer.
11. The majority of the laws are made to protect people.
12. If a person obeyed all of the laws that are made, they could not do anything at all.
13. Convicted criminals should not be given a jury trial for the second offense.
14. If a person is a criminal, they are always a criminal.
15. Police should never be allowed to search a home without a search warrant.
16. If a person does not agree with a certain law, the person should still obey it.

17. If a person has served time in prison, and he is caught committing a crime, he should go right back to prison immediately.

18. The newspaper should print the names of all persons committing a crime, no matter how old they are.

19. If you want to sell your house to a person of a minority group, you should be able to do so.

20. Anyone should be able to give orders if they enjoy doing so.

APPENDIX XXIII

Property is usually defined in terms of ownership. It is a thing owned or possessed and may be proper or peculiar to any one person. It often means an exclusive right to use and enjoy a thing the way the owner wishes. Property can be fixed, such as real estate, or it can be movable. It may be owned by a single individual, two or more individuals, a community, or a tribal group. It can be divided into corporeal and incorporeal forms. Corporeal property refers to property that can be seen and handled, such as horses, weapons, household utensils, and tipis. These are objects that have an objective and material existence. Land is usually also regarded as an example of corporeal property. Incorporeal property, on the other hand, refers to things that do not have a material existence and cannot be perceived by these senses.[1]

Usually when a person thinks of property or ownership rights, he thinks in terms of corporeal objects and thus the idea of incorporeal rights is perhaps a more difficult concept to understand. However, because such rights are very important for many Indian tribes, especially for nomadic peoples like the Cheyenne, Arapaho, and Apache used to be, this is an important idea to understand. Indian cultures provide many examples of incorporeal property rights.

All groups of people have some ideas of property rights. However, they may differ from culture to culture, and those of the Indians differed considerably from those of the European colonists. Ideas about property, use and ownership of property, the value of property, and what could and could not be owned also varied greatly from one tribe to another. Concepts of property are fundamental and basic to a society and are very closely intermeshed with other aspects of a culture. An understanding of the differences in concepts of property in the Indian cultures from those of the white Anglo-American concepts of property will help provide a perspective not only for an understanding of the way the Indians felt about the loss of their land in the 1700's and 1800's, but also how they feel today.

To the colonists of the New World, and later to the men and women who settled the west as the United States grew in size, land was one of the most important forms of property that a person could own. The importance of land then, and also now, is a heritage which came from England, where traditionally a man's worth and status in his community depended almost entirely on how much land he owned and how much he could pass on to his children, especially his eldest son.

191

Among the Indian tribes, land was thought of in a very different way. In general among the tribes that lived on the plains, land was not thought of as something to be owned individually and passed on to one's children. It meant little to a man's status or importance in the tribe to own a large number of acres. Land was like the air and was something necessary to the life of the tribe and therefore could not be owned by any individual or group of people to the exclusion of all others. Tribes thought mainly in terms of occupying the land and this was done through use of the land for hunting, fishing, or cultivation. Once a land was no longer used or occupied, it was free to be taken up by another group. Land that was claimed by a tribe for its hunting and fishing needs often covered a wide area and was held in common to all the members of the tribe.[2]

From the brief discussion above, it becomes clear that most Indians did not think of land as something that could be bought, sold or traded away. The concept of exchanging their land for other benefits to be given them by the United States government, through the use of treaties, was an idea foreign to their way of thinking about land. This was an idea that was forced on the Indian because of his relations with the settlers and representatives of the United States government. Americans in general were not able to understand the Indian attitudes about property and ownership of land. They felt that the best policy was to make the Indians more like themselves, i.e. more "civilized." The important aspects of such a policy were to make them literate, teach them to speak English, and above all, to make the Indians farmers on their own plots of land. The idea was to instill in the Indian the basic concepts of private property, which was very individualistic, and competitive ways of dealing with land, ideas which, as mentioned above are fundamentally different from the Indian conceptions of the ways that land should be owned and used.

---

[1] See generally, Harold E. Driver, Indians of North America, University of Chicago Press (2nd ed, revised, 1969) pp. 269-286.

[2] Frederick Webb Hodge, Ed. Hardbooks of American Indians North of Mexico. Pageant Books, Inc., New York, 1959. 2 vols, pp. 756-57.

APPENDIX XXIV

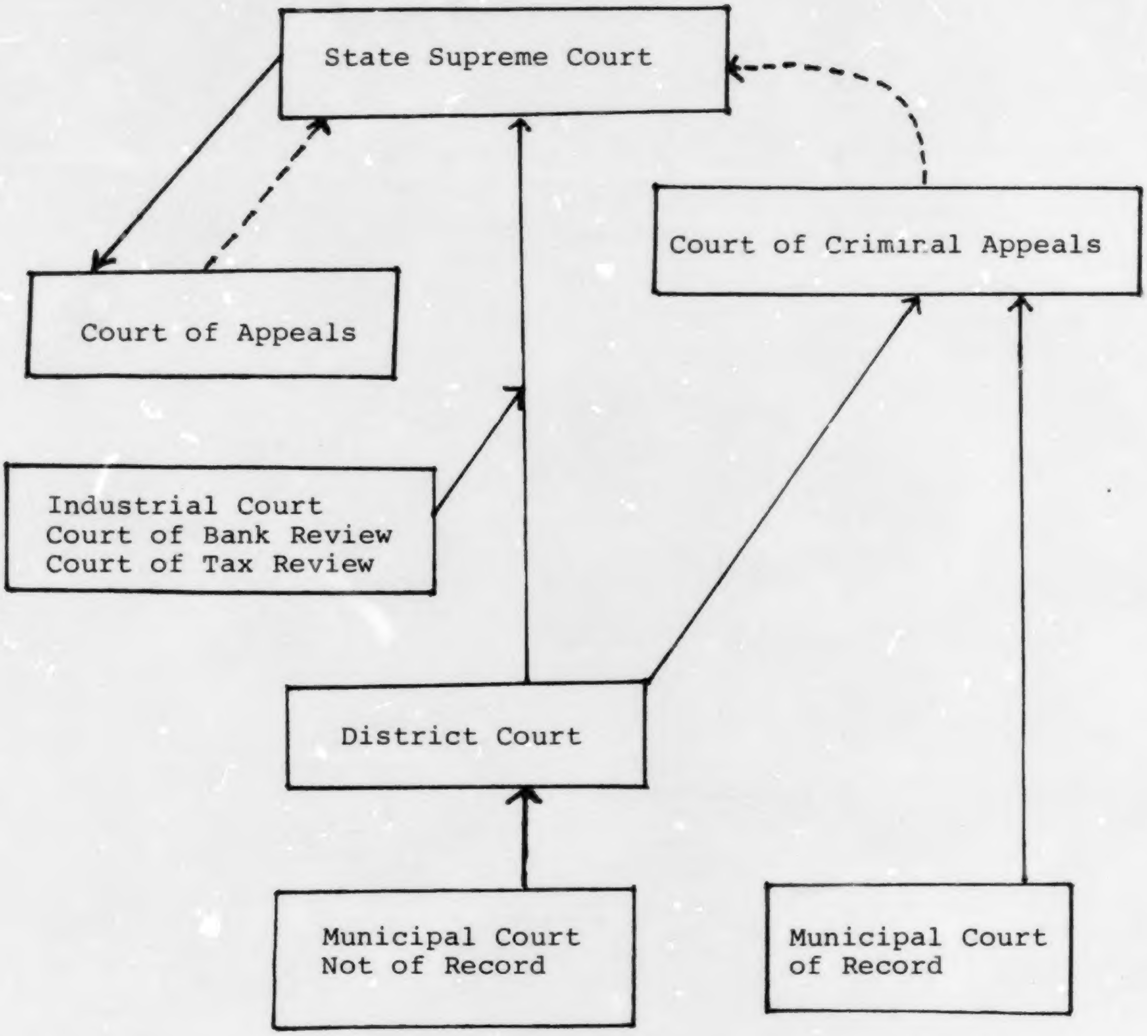
COURTS IN OKLAHOMA

Federal Courts	State Courts	Local Courts
Adjudicate cases arising under the Constitution and acts of Congress	Adjudicate cases arising under the state's constitution and laws.	Adjudicate cases arising out of the violation of ordinances and regulations of cities and towns. These courts are called Municipal Courts*
Three Federal District Courts: Western - Oklahoma City Northern - Tulsa Eastern - Muskogee Federal District Courts hear all bankruptcy cases	State Supreme Court Ct. of Appeals Located in Oklahoma City and Tulsa. Hears civil cases referred to it by State Supreme Court Ct. of Criminal Appeals Located in Oklahoma City. Handles all criminal case appeals.	
	District Courts - 25 in State Handles the following type cases: civil matters; criminal cases, probate proceedings; juvenile cases; family relations; small claims.	

*Every Oklahoma town and city is empowered to create municipal courts not of record. Its decisions may be appealed - to the District Court (110.s. Section 948.1 and 956.14). In any Oklahoma city, whose population exceeds 125,000, a municipal criminal court of record exists (Oklahoma City and Tulsa). Its decisions may be appealed to the Court of Criminal Appeals (110.s. Section 781, 782, and 808). A "Court of Record" is one whose official proceedings are recorded verbatim and preserved for future reference.

See p. IV-70 for schematic diagram of Oklahoma Courts

OKLAHOMA STATE COURTS


State Supreme Court
Court of Appeals
Court of Criminal Appeals
Industrial Court
Court of Bank Review
Court of Tax Review
District Court
Municipal Court
Not of Record
Municipal Court
of Record

Note: For additional information on the Oklahoma Court System see Oklahomans and the Law: A Source Book for Teachers, Southwest Center for Human Relations Studies, University of Oklahoma

Section V
Bibliography

BIBLIOGRAPHY

I. PUBLICATION, PUBLISHER, ADDRESS	Price	Suggested Topic Area	Grade Level
1. BILL OF RIGHTS NEWSLETTER Constitutional Rights Foundation 6310 San Vicente Blvd. Los Angeles, Calif. 90048	$ 4./ yr.		
2. CIVIL LIBERTIES: CASE STUDIES AND THE LAW, Houghton Mifflin Co. 6625 Oakbrook Blvd. Dallas, Texas 75235	3.96	Equality	4-6 7-8
3. CIVIL RIGHTS AND CIVIL LIBERTIES Gerald Leinwand, Pocket Books, Inc. 630 Fifth Avenue New York, N. Y. 10020	.95	Equality	7-8
4. CONCEPTS ON AUTHORITY, PRIVACY, RESPONSIBILITY DIVERSITY, FREEDOM JUSTICE, by Charles Quigley, Law in a Free Society, 606 Wilshire, Suite 600, Santa Monica, California 90401 Casebook Curriculum Lesson Plans Leader Handbook	5.00 2.00 4.00 10.00		
5. COURTS AND TRIALS (Law in Action Series) by Linda Riekes and Sally Mahe West Publishing Co. 170 Old Country Road Mineola, N. Y. 11501	3.25	Justice	4-6 7-8
6. CRIME AND CRIMINALS: WHAT SHOULD WE DO ABOUT THEM, by Jack Fraenkel Prentice Hall, Inc. Englewood Cliffs, N. J. 07632	2.08	Liberty	7-8
7. GREAT CASES OF THE SUPREME COURT (Trailmark Series) Houghton Mifflin Co. 6626 Oakbrook Blvd. Dallas, Texas 75235	3.96	Liberty	7-8
8. JUVENILE PROBLEMS AND LAW by Linda Riekes, Sally Mahe West Publishing Co. 170 Old Country Road Mineola, N. Y. 11501	3.25	Liberty	7-8
9. LANDLORD AND TENANT (Justice in America Series) Houghton Mifflin Co. 6626 Oakbrook Blvd. Dallas, Texas 75235	2.28	Property	7-8

	Price	Suggested Topic Area	Grade Level
10. LAW IN A NEW LAND (Trailmark Series) Houghton Mifflin Co. 6626 Oakbrook Blvd. Dallas, Texas 75235	$3.56	Equality Justice Liberty	4-6 4-6 4-6) 7-8)
11. LAWMAKING by Linda Riekes and Sally Mahe, West Publishing Co. 170 Old Country Road Mineola, N. Y. 11501	3.25	Power	4-6
12. LEGAL EDUCATION MATERIALS FOR ELEMENTARY AND INTERMEDIATE GRADES Lincoln Filene Center for Citizenship and Public Affairs Tufts University Medford, Mass. 02106	1.50		
13. LIBERTY UNDER LAW/FREEDOM OF EXPRESSION, The Feiner Case, Encyclopedia Britannica Ed. Corp. 425 N. Michigan Ave. Chicago, Ill. 60611	1.25	Liberty	7-8
14. SCRIPTOGRAPH UNITS- "About the Bill of Rights" and other Constitutional guarantees of individual freedom Channing L. Bete Co., 45 Federal St. Greenfield, Mass.	.35 ea.	Equality Liberty	4-6) 7-8) 4-6
15. STREET LAW: A COURSE IN PRACTICAL LAW, by Newman and O'Brien West Publishing Co. 170 Old Country Road Mineola, N. Y. 11501	5.50	Justice	7-8
16. THE SUPREME COURT AND CONTEMPORARY ISSUES, by Isidore Starr Encyclopedia Britannica Ed. Corp. 425 N. Michigan Avenue Chicago, Ill. 60611	3.95	Equality Justice	7-8 7-8
17. TEACHER EDUCATION HANDBOOK: LAW FOCUSED EDUCATION IN THE ELEMENTARY SCHOOL, Law in American Society 33 N. LaSalle, Suite 1700 Chicago, Ill. 60602	1.00		

	Price	Suggested Topic Area	Grade Level
18. TEACHING ABOUT LAW by Gerlach & Lamprecht, W. H. Anderson Co. 646 Main St., Cincinnati, Ohio 45201	$9.95		
19. TEENAGERS AND THE LAW by John Paul Hanna, Ginn & Co. 191 Spring St., Lexington, Mass. 02173	2.35		
20. VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHER AND STUDENTS by Sidney B. Simon, Hart Publishing Co. 15 W. 4th St., New York, N.Y. 10012	4.95		
21. VITAL ISSUES OF THE CONSTITUTION by Robert Ratcliffe, Houghton Mifflin 6626 Oakbrook Blvd., Dallas, Texas	4.16		
22. YOU AND THE LAW, Reader's Digest Association, Order Entry Dept. Pleasantville, N.Y. 10020	10.98	Justice	7-8
23. YOU BE THE JUDGE by Sidney Carroll Lothrop, Lee & Shepard, Co. 6 Henderson Drive W. Caldwell, N. J. 07006	4.81		
24. YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN: A CIVICS CASEBOOK, Ginn & Co. 191 Spring St. Lexington,Mass. 02173	2.45	Power Liberty	7-8 7-8
25. YOUTH ATTITUDES AND POLICE (Law in Action Series) by Linda Riekes and Sally Mahe, West Publishing Co. 170 Old Country Road Mineola, N. Y. 11501	3.25	Power	4-6) 7-8)
26. Curriculum Catalog of Law Related Materials, American Bar Association 1155 East 60th St. Chicago, Ill. 60637	1.00		K-12
27. Gaming, Annotated Catalogue of Law Related Games and Simulations and			
28. Media: Annotated Catalog of Law Related Audio-Visual Materials American Bar Association 1155 East 60th, Chicago, Ill. 60637	1.00		K-12

II.	16 mm FILM: Publisher, Address		Price	Suggested Topic Area	Grade Level
1.	THE BILL OF RIGHTS	(20 min.)		Liberty	7-8
	Encyclopedia Britannica Ed. Corp.				
	425 N. Michigan Ave.	b/w	$175.		
	Chicago, Ill. 60611	color	290.		
2.	THE BILL OF RIGHTS IN ACTION:				
	THE STORY OF A TRIAL	(21 min.)	295.	Justice	4-6
	BFA Educational Media			Liberty	7-8
	Division of CBS, Inc.				
	P. O. Box 1795				
	Santa Monica, Calif. 90406				
3.	BOOMSVILLE			Justice	4-6
	Learning Corporation of America			Property	4-6
	1350 Avenue of the Americas			Liberty	7-8
	New York, N. Y. 10019				
4.	FEINER CASE-FREEDOM TO SPEAK	(23 min)		Liberty	7-8
	Encyclopedia Britannica	b/w	195.		
	425 N. Michigan Ave.	color	325		
	Chicago, Ill. 60611				
5.	FREE PRESS VS. FAIR TRIAL:	(27 min.)			
	THE SHEPPARD CASE	b/w	220.	Justice	7-8
	Encyclopedia Britannica	color	360.		
	425 N. Michigan Ave.				
	Chicago, Ill. 60611				
6.	THE HIDEOUT,	(15 min.)			
	Churchill Films	color	210	Property	4-6
	662 N. Robertson Blvd.				
	Los Angeles, Calif. 90406				
7.	I'M JUST A BILL	(3 min)			
	Churchill Films	color	55.		
	662 N. Robertson Blvd.				
	Los Angeles, Calif. 90069				
8.	JUSTICE UNDER THE LAW:	(14 min)		Justice	7-8
	THE GIDEON CASE	b/w	175.		
	Encyclopedia Britannica	color	290.		
	425 N. Michigan				
	Chicago, Ill. 60611				
9.	THE LEMONADE STAND	(14 min)		Justice	K-3
	Encyclopedia Britannica	color	185.		4-6
	425 N. Michigan				
	Chicago, Ill. 60611				

			Price	Suggested Topic Area	Grade Level
10.	THE RIPOFF Walt Disney Media Corp. 500 S. Buena Vista St. Burbank, Calif. 91521	(15 min) color	$245.	Power	4-6
11.	UNDER ARREST Walt Disney Media Corp. 500 S. Buena Vista St. Burbank, Calif. 91521	(15 min.) color	245	Power	7-8
12.	WHY WE HAVE LAWS: SHIVER, GOBBLE, AND SNORE Learning Corp. of America 1350 Avenue of the Americas New York, N. Y. 10010	(7 min) color	145.	Liberty	4-6
13.	WHY WE HAVE TAXES: THE TOWN THAT HAD NO POLICEMEN	(7 min) color	145.	Power Liberty	K-3 K-3
14.	YES AND NO Xerox Education Center Xerox Films 1250 Fairwood Ave. Columbus, Ohio 43216	(7 min) color	130.	Power	4-6
15.	WHAT'S YOUR AUTHORITY Encyclopedia Britannica Educational Corp. 425 N. Michigan Ave. Chicago, Ill. 60611	(11 min)		Power	4-6

III. AUDIO VISUAL: Publisher, Address	Price	Suggested Topic Area	Grade Level
1. BILL OF RIGHTS International Film Bureau, Inc. 332 S. Michigan Chicago, Ill. 60604	$ 30.	Justice	4-6
2. CITIZENSHIP ADVENTURES OF THE LOLLIPOP DRAGON (8-10 min) Singer Education Division, SVE 1345 Diversey Parkway Chicago, Ill. 60614	95.		
Civic Responsibility		Power Liberty	K-3) K-3)
Make Mine Purple		Liberty	K-3
Rules are Important		Liberty	K-3
Changing Rules		Property	K-3
Choosing a Leader		Power	K-3
Majority Rules		Equality	K-3
3. DEVELOPING BASIC VALUES Society of Visual Education 1345 Diversey Parkway Chicago, Ill. 60614	42.		
Acceptance of Differences		Property	K-3
Respect for Property		Property	K-3
Consideration of Others		Property	K-3
Recognition of Responsibility		Property	K-3
4. ETHNIC HERITAGE: A LIVING MOSAIC OF AMERICANS J. C. Penny Company, Education and Consumer Relations Dept. 1301 Avenue of the Americas New York, N. Y. 10019		Equality	4-6
5. FIRST THINGS FIRST SERIES Guidance Associates 757 Third Avenue New York, N. Y. 10017			
Trouble with Truth	26.	Justice	K-3
What do you do About Rules	26.	Justice	4-6
You Promised	26.	Liberty	K-3
But it isn't Yours	26.	Justice Property	K-3) K-3)
That's No Fair	26.	Justice	K-3
Strategy for Teaching Values	22.50		
Noisy Nancy Norris	25.	Power Liberty	K-3 K-3) 4-6)

	Price	Suggested Topic Area	Grade Level
6. FREEDOM-WHAT'S IT ALL ABOUT	$ 52.		
Singer Education Division			
1345 Diversey Parkway			
Chicago, Ill. 60614			
Freedom and You		Power	4-6
Freedom and Others		Power	4-6
Freedom and Government		Power	4-6
Freedom and Responsibility		Liberty	4-6
7. FOUNDATIONS OF JUSTICE (8-10 min)	76.		
Charles E. Merrill Co.			
1300 Alum Creek Drive			
Columbus, Ohio 43216			
Sunshine Valley		Justice	4-6)
		Property	4-6)
Battle of Oog & Ugh		Justice	K-3)
		Justice	4-6)
Twice the Price		Liberty	4-6
The Treehouse		Power	4-6
8. IN SEARCH OF JUSTICE	137.		
Charles E. Merrill Co.			
1300 Alum Creek Drive			
Columbus, Ohio 43216			
Free Expression		Liberty	7-8
Landlord/Tenant		Property	7-8
9. JUSTICE AND THE LAW (12-15 min)	95.		
Pathescope Ed. Films, Inc.			
71 Weyman Ave.			
New Rochelle, N. Y. 10802			
Freedom of the Press		Liberty	7-8
Equality Opportunity Under the Law		Equality	7-8
10. LAW AND JUSTICE IN THE U.S.	69.		
New York Times Teaching Resource Film			
New York			
What are Laws?		Liberty	4-6
The Basis of Liberty		Justice	4-6
Enforcing the Law		Power	4-6
The Laws and the Courts		Justice	4-6
The Responsibilities of Freedom		Justice	4-6
The Challenege of the Future		Justice	4-6
11. MACHINERY OF JUSTICE	119.		
Walt Disney Ed. Materials			
500 S. Buena Vista			
Burbank California 91521			
The Jury		Justice	7-8
Judgement		Justice	7-8
Attorney at Law		Justice	7-8
Trial		Justice	4-6

	Price	Suggested Topic Area	Grade Level
12. PATCH THE PONY		Power	K-3
13. RULES WE LIVE BY (10 min) Singer Education Division SVE 1345 Diversey Parkway Chicago, Ill. 60614	$ 82.		
Bees, Bees, You and Me		Liberty	K-3
Follow the Leader		Liberty	K-3
Flowers, Highways and You		Property	K-3) K-6)
GAMES/ROLE PLAY ACTIVITIES			
Police Patrol Simile II P. O. Box 1023 LaJolla, Calif. 92037	12.50		

Note: Prices are subject to change without notice.